

# STUDY MATERIAL I Year – Semester II

## A Course in Reading and Writing Skills

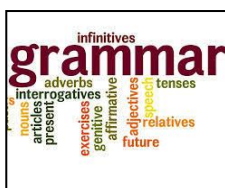
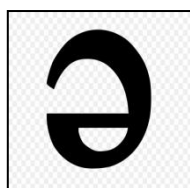
---

**Dr. Talanki Jeevan Kumar**

Associate Professor of English  
Government College (Autonomous)  
Ananthapuramu.

Email: [dr.tjeevan@gmail.com](mailto:dr.tjeevan@gmail.com)

Blog: [www.drtejeevankumar.blogspot.com](http://www.drtejeevankumar.blogspot.com)



The Material-cum-Workbook is prepared for  
B.A./B.Sc./B.Com. Students based on Revised Syllabus of  
English (Part – I) Under CBCS Framework w.e.f. 2023-24

# **I Year – Semester II**

## **A Course in Reading and Writing Skills**

### **Objectives & Outcomes**

By the end of the course the learner will be able to:

- Use reading skills for effective comprehension
- Build up a repository of active vocabulary
- Own writing strategies in academic skills
- Enable writing skills for future purposes
- Enhance communicative competence through Reading Writing skills acquired

### **Unit – I**

<b>Poetry</b>	:	1. Ulysses	by	Alfred Lord Tennyson
<b>Skills</b>	:	2. Vocabulary: Conversion of Words		
		3. One Word Substitutes		
		4. Collocations		

### **Unit – II**

<b>Prose</b>	:	1. The Best Investment I Ever Made	by	A.J. Cronin
<b>Non-Detailed:</b>		2. Florence Nightingale	by	Abrar Mohsin
<b>Skills</b>	:	3. Skimming and Scanning		

### **Unit – III**

<b>Prose</b>	:	1. The Night Train at Deoli	by	Ruskin Bond
<b>Poetry</b>	:	2. Stopping by Woods on a Snowy Evening	by	Robert Frost
<b>Skills</b>	:	3. Reading Comprehension (Top Down, Bottom Up, & Schema Theory)		
		4. Note Making / Taking		

### **Unit – IV**

<b>Poetry</b>	:	1. Night of the Scorpion	by	Nissim Ezekiel
<b>Skills</b>	:	2. Expansion of Ideas		
		3. Notices, Agendas, and Minutes		

### **Unit – V**

<b>Non-Detailed:</b>		1. An Astrologer's Day	by	R.K. Narayan
<b>Skills</b>	:	2. Curriculum Vitae and Resume		
		3. Letters		
		4. E-Correspondence		

## Contents

Unit No.	Name of the Topic / Item	Page Nos.
I	1. Ulysses (Alfred Lord Tennyson)	<b>1</b>
	2. Vocabulary: Conversion of Words	<b>8</b>
	3. One Word Substitutes	<b>12</b>
	4. Collocations	<b>21</b>
II	1. The Best Investment I Ever Made (A.J. Cronin)	<b>27</b>
	2. Florence Nightingale (Abrar Mohsin)	<b>34</b>
	3. Skimming and Scanning	<b>39</b>
III	1. The Night Train at Deoli (Ruskin Bond)	<b>41</b>
	2. Stopping by Woods on a Snowy Evening (Frost)	<b>48</b>
	3. Reading Comprehension	<b>52</b>
	4. Note Making / Taking	<b>55</b>
IV	1. Night of the Scorpion (Nissim Ezekiel)	<b>61</b>
	2. Expansion of Ideas	<b>67</b>
	3. Notices, Agendas, and Minutes	<b>73</b>
V	1. An Astrologer's Day	<b>80</b>
	2. Curriculum Vitae and Resume	<b>88</b>
	3. Letters	<b>93</b>
	4. E-Correspondence	<b>97</b>

## A word about the Author

**Dr. T. Jeevan Kumar** works as an Associate Professor of English in Government College (Autonomous), Ananthapuramu, A.P. He has won the Smt. Movva Venkata Lakshmi Rama Sarma Memorial Gold Medal and also the Smt. Vasagiri Kamalamma Memorial Prize for securing first rank in post-graduation. He obtained his Doctoral degree from Sri Krishnadevaraya University, Ananthapuramu. He has more than ten years of teaching experience in the institutions of higher learning.



His articles, around fifty, have appeared in UGC approved/refereed national & International Journals. He has presented more than 70 papers in Seminars/Conferences.

He is the editor and the Course Writer of Second Year “General English” material prepared for the Students of Distance Education of Sri Krishnadevaraya University, Ananthapuramu. He is the Lesson Writer for First Year “General English.” He is the Content Generator of Undergraduate and Postgraduate Course Material for the International Student Cell of Acharya Nagarjuna University, Guntur.

**Section – A (Poetry)**

**Answer any THREE Questions from the following.**

**3x5 = 15**

1. Paragraph Question from “Poetry”
2. Paragraph Question from “Poetry”
3. Paragraph Question from “Poetry”
4. Paragraph Question from “Poetry”
5. Paragraph Question from “Poetry”

**Section – B (Prose)**

**Answer any TWO Questions from the following.**

**2x5 = 10**

6. Paragraph Question from “Prose”
7. Paragraph Question from “Prose”
8. Paragraph Question from “Prose”
9. Paragraph Question from “Prose”

**Section – C (Non-Detailed)**

**Answer any THREE Questions from the following.**

**3x5 = 15**

10. Paragraph Question from “Non-Detailed”
11. Paragraph Question from “Non-Detailed”
12. Paragraph Question from “Non-Detailed”
13. Paragraph Question from “Non-Detailed”
14. Paragraph Question from “Non-Detailed”

**Section – D (Writing Skills – I)**

**Answer any THREE Questions from the following.**

**3x5 = 15**

15. Conversion of Words - 5
16. One Word Substitutes - 5 (with multiple choice)
17. Collocations - 5
18. Paragraph Question from Skimming and Scanning
19. Reading Comprehension - Passage/Stanza from the Texts prescribed

**Section – E (Writing Skills – II)**

**Answer any THREE Questions from the following.**

**3x5 = 15**

20. Question on Note Taking/Making
21. Question on Expansion of an India
22. Question on Notices, Agenda, and Minutes
23. Question from Resume
24. Question from Letter Writing / e-Correspondence

**Section – A (Poetry)**

**Answer any THREE Questions from the following.**

**3x5 = 15**

1. How does the poet describe motherhood in “Night of the Scorpion”?
2. Bring out the Indianness of the poem with the help of words and images used by Nissim Ezekiel.
3. Comment on the horse as a companion to the lone rider in “Stopping by Woods.”
4. Bring out the significance of the metaphor of a journey as the journey of life itself.
5. Why do you think the poet repeats the lines “Miles to go before I sleep”?

**Section – B (Prose)**

**Answer any TWO Questions from the following.**

**2x5 = 10**

6. How does the doctor’s help change the young man’s life in “The Best Investment I Ever Made”.
7. Sketch the character of Mr. John in “The Best Investment I Ever Made”.
8. Critically appreciate Ruskin Bond’s “The Night Train at Deoli”.
9. Draw a pen portrait of a girl with the basket on the Deoli platform.

**Section – C (Non-Detailed)**

**Answer any THREE Questions from the following.**

**3x5 = 15**

10. Explain how Florence Nightingale prepared herself to join the mission of nursing.
11. What views did Abrar Mohsin express on Wars?
12. Comment on the character of Florence Nightingale.
13. Write a note on the author’s description of the astrologer in “An Astrologer’s Day.”
14. What details does the astrologer give to the stranger about his past?

**Section – D (Writing Skills – I)**

**Answer any THREE Questions from the following.**

**3x5 = 15**

15. Convert the following grammatical form as directed:

- a) Knife            (‘Noun’ to ‘Verb’)
- b) To Agree        (‘Verb’ to ‘Noun’)
- c) Calculation    (‘Noun’ to ‘Verb’)
- d) Name            (‘Noun’ to ‘Verb’)
- e) To Email        (‘Verb’ to ‘Noun’)

16. Choose the appropriate 'One Word Substitute' for the following from the options given below:

a) One who walks in the sleep

- i) Somnambulist      ii) Walker      iii) Sleep Walker      iv) Noctambulist

b) One who hates mankind

- i) Misandrist      ii) Misanthropist      iii) Misogamist      iv) Misogynist

c) A person who believes in the existence of God

- i) Believer      ii) Trustee      iii) Atheist      iv) Theist

d) Government by one person

- i) Monarchy      ii) Anarchy      iii) Autocracy      iv) Democracy

e) The killing of one's wife

- i) Homicide      ii) Genocide      iii) Patricide      iv) Uxoricide

17. Fill in the blanks with the correct 'Collocations' given in the brackets:

a) It seems you are too tired. You should \_\_\_\_\_ (have a break / take a break)

b) You ought to \_\_\_\_\_ (go abroad / leave for abroad) to pursue higher studies.

c) The prison was hanged for \_\_\_\_\_ (committing murder / doing murder).

d) Let us give a \_\_\_\_\_ (round of applause / huge applause) to Dr Talanki Jeevan.

e) They have bought a \_\_\_\_\_ (richly decorated / highly decorated) house.

18. Differentiate Skimming and Scanning.

19. There is nothing glorious about the wars although the bards have often sung their praises. A war is always a dreadful thing; its outcome is nothing but destruction. The innumerable through the ages have brought about nothing but death, devastation, misery, and tears of blood upon mankind. The mighty epics singing of the valour of the glorious warriors hardly ever tell of us sufferings of those who lose their dear ones.

a) Who wrote the above lines and in which essay do they appear?

b) According to the author, what is the outcome of wars?

c) What truth did the mighty epics never tell?

d) Who has sung and praised the wars?

e) What is the meaning of the word 'bard'?

### **Section – E (Writing Skills – II)**

**Answer any THREE Questions from the following.**

**3x5 = 15**

20. Read the following passage and make notes.

Rabindranath Tagore, the most eminent modern Bengali poet, was also a critic, an essayist, a composer, and an author of innovative short fiction in Bengali literature. He is known outside India, principally through English translations. *Geethanjali*, a song offering (1912), his free verse recreations of his Bengali poems, modelled on medieval Indian devotional lyrics, won him the Nobel prize for literature in 1913, its first award to an Indian. Representative translations followed. Philosophical plays such as *Chitra* (1913) and *the King of the Dark Chambers* are some of the representative translations.

21. Expand any **ONE** of the following idea/proverb in 150 words

- a) God helps those who help themselves      b) Online Education

22. You are working as Principal. You have planned to organize a meeting. Prepare a notice along with Agenda to invite and to discuss issues in the meeting.

23. Prepare a Resume for the post of Account.

24. Draft an email to JK Publishing House requesting them to send the English textbook prescribed for the Semester II students of Andhra Pradesh.



Unit – I: Poetry  
Alfred Lord Tennyson's "Ulysses"

**Text:**

It little profits that an idle king,  
By this still hearth, among these barren crags,  
Match'd with an aged wife, I mete and dole  
Unequal laws unto a savage race,  
That hoard, and sleep, and feed, and know not me.  
I cannot rest from travel: I will drink  
Life to the lees: All times I have enjoy'd  
Greatly, have suffer'd greatly, both with those  
That loved me, and alone, on shore, and when  
Thro' scudding drifts the rainy Hyades  
Vext the dim sea: I am become a name;  
For always roaming with a hungry heart  
Much have I seen and known; cities of men  
And manners, climates, councils, governments,  
Myself not least, but honour'd of them all;  
And drunk delight of battle with my peers,  
Far on the ringing plains of windy Troy.  
I am a part of all that I have met;  
Yet all experience is an arch wherethro'  
Gleams that untravell'd world whose margin fades  
For ever and forever when I move.  
How dull it is to pause, to make an end,  
To rust unburnish'd, not to shine in use!  
As tho' to breathe were life! Life piled on life  
Were all too little, and of one to me  
Little remains: but every hour is saved  
From that eternal silence, something more,  
A bringer of new things; and vile it were  
For some three suns to store and hoard myself,  
And this gray spirit yearning in desire  
To follow knowledge like a sinking star,  
Beyond the utmost bound of human thought.

This is my son, mine own Telemachus,  
To whom I leave the sceptre and the isle,—  
Well-loved of me, discerning to fulfil

This labour, by slow prudence to make mild  
A rugged people, and thro' soft degrees  
Subdue them to the useful and the good.  
Most blameless is he, centred in the sphere  
Of common duties, decent not to fail  
In offices of tenderness, and pay  
Meet adoration to my household gods,  
When I am gone. He works his work, I mine.

There lies the port; the vessel puffs her sail:  
There gloom the dark, broad seas. My mariners,  
Souls that have toil'd, and wrought, and thought with me—  
That ever with a frolic welcome took  
The thunder and the sunshine, and opposed  
Free hearts, free foreheads—you and I are old;  
Old age hath yet his honour and his toil;  
Death closes all: but something ere the end,  
Some work of noble note, may yet be done,  
Not unbecoming men that strove with Gods.  
The lights begin to twinkle from the rocks:  
The long day wanes: the slow moon climbs: the deep  
Moans round with many voices. Come, my friends,  
'T is not too late to seek a newer world.  
Push off, and sitting well in order smite  
The sounding furrows; for my purpose holds  
To sail beyond the sunset, and the baths  
Of all the western stars, until I die.  
It may be that the gulfs will wash us down:  
It may be we shall touch the Happy Isles,  
And see the great Achilles, whom we knew.  
Tho' much is taken, much abides; and tho'  
We are not now that strength which in old days  
Moved earth and heaven, that which we are, we are;  
One equal temper of heroic hearts,  
Made weak by time and fate, but strong in will  
To strive, to seek, to find, and not to yield.

**About the Author:** Alfred Tennyson, 1st Baron Tennyson, (6 Aug. 1809 – 6 Oct. 1892) was Poet Laureate of the United Kingdom in the Victorian era. He remains one of the most popular poets in the English language. At the age of twelve he wrote a 6000-line epic poem. He was excellent at writing short lyrics like *In the valley of Caunteretz*, *Break, break, break*, *The Charge of the Light Brigade*, *Tears*, *Idle Tears*, and *Crossing the Bar*. Much of his verse like *The Lotus Eaters* was based on classical mythological themes. He also wrote some notable blank verse including *Idylls of the King*, *Ulysses*, and *Tithonus*. During his career, Tennyson attempted drama, but his plays were not very successful.



His poetry dealt often with the doubts and difficulties of an age in which established Christian faith and traditional assumptions about man's nature and destiny were increasingly called into question by science and modern progress. His poetry dealt with these misgivings, moreover, as the intimate personal problems of a sensitive and troubled individual inclined to melancholy. Yet through his poetic mastery — the spaciousness and nobility of his best verse, its classical aptness of phrase, its distinctive harmony — he conveyed to sympathetic readers a feeling of implicit reassurance, even serenity. Tennyson may be seen as the first great English poet to be fully aware of the new picture of man's place in the universe revealed by modern science. While the contemplation of this unprecedented human situation sometimes evoked his fears and forebodings, it also gave him a larger imaginative range than most of the poets of his time and added a greater depth and resonance to his art.

**About the Poem:** Tennyson's poem "Ulysses" is a dramatic monologue. It presents the indomitable courage and adventurous zeal of the title character, Ulysses. It encompasses many important themes. The first and foremost them is "**Optimism**". The poet presents the spirit of hope by using the character of Ulysses. He was, seemingly, too old to continue his voyage of adventure and quest for knowledge. Still, he was persistent. With an optimistic attitude towards life, he embarked on the sea again.

Another important theme of the poem is "**Brotherhood**". He never left his companions even if they were old and struggling. He injected the power inside his heart into theirs and inspired them to strive for a new beginning. Besides, he was never lonely on his voyage. He might have left his family behind, but his true family was his companions. They were his soulmates who "toil'd", "wrought", and most importantly "thought" with him.

### **Line-wise Summary:**

#### **Lines: 01 – 15**

Tennyson's dramatic monologue begins with the speaker, Ulysses discussing his present state of affairs. These opening statements also reflect the character's mental condition. He might be old but his spirit is young. Moreover, he does not want to pass his time in stately

affairs, correcting the “savage race” of his nation. He believes that to stop for a moment equals death. Ulysses wants to continue drinking the wine of life.

The speaker is an embodiment of indomitable courage. There is satisfaction for him while he struggles. His desire to strive beyond the average capacity of other men means he has become famous in nations around the world. He says, “Myself not least, but honour’d of them all”

**Lines: 16 – 32**

In the second section of the first stanza, Ulysses considers his past. Previously, he along with his peers fought bravely and experienced a great deal. It seems to him that the more he knows the more his hunger for knowledge grows. He can see the “Gleams” of the “untravell’d world” before him. It reminds him of the endless sea of knowledge he is fond of. He finds the idea of stopping and ending his voyage of life an incredibly dull idea when the sea of knowledge constantly calls him to start again.

He is well aware of his age. Yet, in his heart, he knows being old is just a mental state. He compares himself to a “sinking star” that still has its light left. He wants to make use of the light of his soul to seek knowledge that is “Beyond the utmost bound of human thought.”

**Lines: 33 – 43**

In the second stanza of the poem, Ulysses talks about his duty as a father. After reading this section, it becomes clear, that although he has a spiritual urge to undertake a new adventure, he never forgets about the things he would be leaving behind. He has given over his duties to the hands of his son, Telemachus. He is “Most blameless” and does his “common duties” decently. So, there is no way of judging him as a romantic hero. He had a “Greek zeal” burning inside his “Victorian” embodiment.

Before leaving for the endless and the last voyage of his life, he leaves everything in the right order. He never wants to be an example of an irresponsible king in his nation. The poetic persona wants to be a name that will be a source of courage to the world

**Lines: 44 – 57**

In this section, the speaker directly addresses his comrades. He is about to leave his country with his friends. It is clear from the speaker’s tone that his friends cannot overcome their fear of leaving the country in their old age. But he does not want to go alone on the journey. Like before, he needs his friends. They were always there whenever he faced difficulties.

As a single unit, with a common heart, they thought together and conquered poor odds together. He reminds them of their present situation and tells them that being old does not bring life to a halt. Movement is life, immobility is death, he suggests. No matter, whether they are young or old. If they choose to remain ashore or stop adventuring and seeking, they are dead already.

Ulysses tells his companions that they all have a long way in front of them. He is unaware of the future. But his heart knows it is never “too late to seek a newer world”. This world is nothing but a metaphorical reference to the vast sea of knowledge.

**Lines: 58 – 70**

This section begins with the words “Push off”. The narrator infuses the energy of his soul into his comrades. They have to overcome their manifold fears to continue this journey of life.

The sea is in their blood. Ulysses knows they cannot live without it. He knows the way in front of them could be perilous and there might be threats to their lives. But they had to overcome their fears in the past and they can do it again. In the old days, their vigor shook every kingdom.

They are weak and old due to the natural process of aging. But, they are “strong in will.” At last, the narrator says, they are starting their endless spiritual quest “To strive, to seek, to find, and not to yield.”

The poem’s final lines are some of the most famous that Tennyson ever wrote. The need “to strive, to seek, to find, and not to yield” fits into the Victorian urge to escape the tedious nature of day-to-day life, to achieve a level of mythical fame reached by the classical heroes, to travel “beyond the sunset, and the baths of all the western stars.”

Tennyson doesn’t want to conform, he wants to challenge himself, and he wants to break new ground before his inevitable death. Just like Ulysses, Tennyson wants to go out adventuring rather than settle for regular life.

**Paragraph Questions:****1. What makes Ulysses seek newer adventures?**

**Ans:** Ulysses is the legendary Greek hero in Homer’s epic *Odyssey*. At the time of the opening of the poem, he is old. He does not want to end his life as an idle king, making laws and punishing his rugged people. He is filled with an unquenchable thirst for travel. He wishes to live his life to the fullest. He has travelled far and wide gaining knowledge of various places, cultures, men and matters. Enriched by his experience, he portrays himself a traveller with an unquenchable desire to visit as many places as he can. He declares that it is boring to stay in one place. In his opinion, to rest is to rust. He wants to shine in use rather than being rusted. Life is not merely breathing. Though old but zestful, he looks at every hour as a bringer of new things. He yearns to follow knowledge, even if it is unattainable. Hence, he always seeks new adventures.

**2. What is the main cause behind Ulysses dissatisfaction with his life in Ithaca?**

**Ans:** Ulysses is the most eloquent and sagacious of the Greek heroes who took part in Trojan war. In the poem, he is an epitome of the spirit of zeal for adventure and knowledge. He, after coming back from Trojan War, has resumed to rule Ithaca. But he feels restless and idle among uneven landscape. The 'still hearth' refers to the insipid domestic life. He feels disgust towards his lack luster wife, Penelope. To rule his kingdom, he feels fatigued as to measure out imperfect laws among his subjects who 'hoard and sleep feed'. They are so savage that they cannot make out his idealism and to be oneness with his strong zeal.

**3. Write a note on the roles and responsibilities which Ulysses assigns to his son Telemachus while he is away.**

**Ans:** Ulysses describes his son, Telemachus, as a man who lacks his adventurous spirit. But he feels that his son is more suitable for governing Ithaca. So, he desires to hand over his scepter and kingdom to his son Telemachus. He wants his son to fulfil his duties towards his subjects with care and Prudence. He believes him that he would perform all his duties well and be a wise ruler. He expects his son to possess patience and has the will to subdue and civilize the rugged citizens of Ithaca in a tender way. He assigns Telemachus to pay due adoration to his household gods. As a father, he wishes his son would do his work blamelessly. These are the roles and responsibilities Ulysses assigns to his son Telemachus, while he is away.

**4. What is Ulysses' clarion call to his sailors? How does he inspire them?**

**Ans:** Ulysses is a great lover of adventure even at his old age. Like him, his companions too love adventure. For their adventure, Ulysses summons his sailors to gather at the port, where the ship is ready to sail. He praises his companions that they have faced both thunder and sunshine with a smile. They are united by their undying spirit of adventure. Though death would end everything, Ulysses urges his companions to join him and sail beyond the sunset. He asks them to seek a newer world regardless of consequences. He reminds them that they have brave hearts and once they had moved the heaven and the earth. He inspires them by saying that they may have grown old and weak physically but their spirit is young and undaunted. His call is an inspiration for all those who seek true knowledge and strive to lead meaningful lives. Thus, Ulysses' clarion call inspires his sailors very much and encourages them to start their adventure.

**5. Explain how Telemachus is different from his father Ulysses.**

**Ans:** Telemachus is the son of Ulysses and Penelope. When Ulysses left Troy, he was a mere child but when returned after twenty years he was a full-grown man. Telemachus is clever and wise enough. He carries out the duties of kingship by holding the rod of authority which is a king usually holds. He sticks to the monotonous work of governing rugged subjects. But his activity is totally different form that of Ulysses.

Ulysses treats him as ‘Mine own Telemachus’ to his comrades but, in him, the father found the want of passion for wander and knowledge. Ulysses longs for to be escaped from the boredom and hustle and bustle of life while Telemachus glues to the throne of Ithaca. Really, Telemachus is a foil to that of his father.

**6. Briefly summarize the theme of the poem Ulysses.**

**Ans:** “Ulysses” by Alfred Lord Tennyson presents the indomitable courage and adventurous zeal of old Ulysses.

This poem attempts to imagine life from the perspective of the title character, Ulysses. After ten years away from home, the Greek is now faced with the prospect of one final voyage. But, after a decade of adventures, the character dwells on whether he wants to remain with the mundanity and boredom of life at home, as well as whether he is the same man who left all those years ago.

Put simply, Ulysses is a man of adventure. The poem focuses on whether he could ever tolerate a simple, traditional home life. Instead, he imagines life on the open seas, the perils of his adventures, and the chances to demonstrate his bravery. But he is growing old. Looking back over his life, as well as his present and potential future, Ulysses considers how he feels about his mortality. The poet ends his poem with an exciting and enduring line. It reads: “To strive, to seek, to find, and not to yield.”

**7. Describe symbols and their significance in the poem Ulysses.**

**Ans:** Tennyson uses different symbols for referring to the greater structure. The poetic persona uses “still hearth” and “barren crags” as a symbol of an idle life. There are two important symbols in the poem. The first one is “sea.”

In the poem, the sea has a different symbolic meaning. It refers to adventure, mystery, and mobility. Whereas the poet uses the symbol of land to signify the opposites. It depicts love, care, relationship, immobility, and idleness.

In the poem, Ulysses belonged to ancient Greece. The poet also belonged to an age when immobility was compared to death. The sea and the land reflected a similar kind of symbolic meaning in Ulysses’ time as well as in the Victorian era.



Unit – I: Skills  
**Vocabulary: Conversion of Words**

Conversion of words is a process of word-formation in English. It refers to a change in the function of a word from one part of speech to another part of speech.

1. Jeevan searched in Google for the meaning of conversion.  
Jeevan googled conversion in a search engine.
2. Bayapa Reddy sent information through SMS.  
Bayapa Reddy SMSed the information.
3. Jeevan will send an email to you regarding the campus drive.  
Jeevan email you the information regarding the campus drive.

If you observe carefully, words like ‘Google’, ‘SMS’, and ‘email’ are used as Nouns in sentences 1, 3, 5 and as Verbs in sentences 2, 4, 6. Once, they were considered as Nouns but today they experienced a conversion from ‘Nouns’ to ‘Verbs’ as well. Such change from one grammatical form to another grammatical form, without change in the spelling and pronunciation, is known as Conversion. Sometimes while converting ‘nouns’ to ‘verbs’, the verbs may take ‘-ed’ form.

Conversion mainly occurs on nouns and verbs. However, it is possible that other word classes also undergo conversion. Look at the following table that illustrates how conversion occurs in English:

Noun	to	Verb
shape	-	to shape
fool	-	to fool
knife	-	to knife
spear	-	to spear
pocket	-	to pocket

Verb	to	Noun
to call	-	call
to email	-	email
to SMS	-	SMS
to pin	-	pin
to burn	-	burn

**Observe the conversions used in sentences:**

- |   |   |
|---|---|
| 1. Don't make me a <i>fool</i> (Noun).        | He is trying <i>to fool</i> (verb) you.       |
| 2. They have a good <i>burn</i> (Noun).       | They tried <i>to burn</i> (verb) the bricks.  |
| 3. He is sending an <i>SMS</i> (Noun).        | He is going <i>to SMS</i> (verb) you tonight. |
| 4. He kept money in his <i>pocket</i> (Noun). | He <i>pocketed</i> (verb) the money.          |

**Note:** Add a preposition ‘to’ before ‘Noun’ to convert into ‘Verb’ and vice versa.

Adjective	to	Verb
dark	-	darken
black	-	blacken

Verb	to	Adjective
brown	-	brown
green	-	green



white	-	whiten
red	-	reddden
sharp	-	sharpen

purple	-	purple
yellow	-	yellow
blue	-	blue

**Observe the conversions used in sentences:**

- |   |  |
|---|--|
| 1. I keep <i>sharp</i> (Adjective) knives to cut. | He tried to <i>sharpen</i> (Verb) his pencil.  |
| 2. People are eating <i>brown</i> rice now (Adj). | Fry the onions until they <i>brown</i> (Verb). |
| 3. He married a <i>black</i> woman (Adjective).   | The storm <i>blackened</i> (Verb) the sky.     |

Conversion also occurs, although less frequently, to and from other grammatical forms. For instance:

- |                         |   |              |   |
|-------------------------|---|--------------|---|
| 1. Adjective to Verb    | : | green        | to green (to make environment friendly) |
| 2. Preposition to Noun  | : | up, down     | the ups and downs of life               |
| 3. Conjunction to Noun  | : | if, and, but | no ifs, ands, or buts                   |
| 4. Interjection to Noun | : | ho ho ho     | I love the ho ho hos of Christmas time. |

Look at the words given in the table below and observe how words took place Conversion:

Noun to Verb	
access	to access
bottle	to bottle
can	to can
closet	to closet
email	to email
eye	to eye
fiddle	to fiddle
fool	to fool
google	to google
host	to host
knife	to knife
microwave	to microwave
name	to name
pocket	to pocket
salt	to salt
shape	to shape
ship	to ship
spear	to spear
torch	to torch
verb	to verb

Verb to Noun	
to alert	alert
to attack	attack
to call	call
to clone	clone
to command	command
to cover	cover
to cry	cry
to experience	experience
to fear	fear
to feel	feel
to hope	hope
to increase	increase
to judge	judge
to laugh	laugh
to rise	rise
to run	run
to sleep	sleep
to start	start
to turn	turn
to visit	visit

**Assignment – 1: Read the words given in Column A and write conversions of those words in Column B.**

A (Verb)	B (Noun)
1. to agree	
2. to collect	
3. to entertain	
4. to appoint	
5. to absorb	
6. to complete	
7. to execute	
8. to improve	
9. to perform	
10. to encourage	

**Assignment – 2: Read the words given in Column A and write conversions of those words in Column B.**

A (Noun)	B (Verb)
1. Expectation	
2. Statement	
3. Water	
4. Dress	
5. Name	
6. Calculation	
7. Protection	
8. Influence	
9. Present	
10. Hammer	

**Assignment – 3: Choose Noun and Verb from the following underlined words.**

1. They are busy in filming a film for the last six months.
2. She planted a good number of fruit plants in her garden.
3. Open your email so that you can email me the information you want.
4. You can text the title of the text to his mobile number.
5. Download those files but remember some downloads can damage your computer.
6. He planted a tree, poured water but later forgot to water that plant.
7. She presented a present on her friend's birthday.
8. The Committee has shown several objects but the members objected a few.
9. Open Google and google the difference between sign and signature.
10. A judge has written few sentences to sentence a thief.

**Assignment – 4: Read the words given in Column A and write conversions of those words in Column B.**

A (Noun)	B (Verb)
1. Increase	
2. Appearance	
3. Post	
4. Management	
5. Arrangement	
6. Selection	
7. Reaction	
8. Garden	
9. Host	
10. Cover	

**Answers:**

**Assignment – 1:**

- |                  |                |                |                   |
|------------------|----------------|----------------|-------------------|
| 1. Agreement     | 4. Appointment | 7. Execution   | 10. Encouragement |
| 2. Collection    | 5. Absorption  | 8. Improvement |                   |
| 3. Entertainment | 6. Completion  | 9. Performance |                   |

**Assignment – 2:**

- |              |                 |                 |               |
|--------------|-----------------|-----------------|---------------|
| 1. to expect | 4. to dress     | 7. to protect   | 10. to hammer |
| 2. to state  | 5. named/naming | 8. to influence |               |
| 3. to water  | 6. to calculate | 9. to present   |               |

**Assignment – 3:**

- |                  |                  |                   |
|------------------|------------------|-------------------|
| 1. Verb and Noun | 4. Verb and Noun | 7. Verb and Noun  |
| 2. Verb and Noun | 5. Verb and Noun | 8. Noun and Verb  |
| 3. Noun and Verb | 6. Noun and Verb | 9. Noun and Verb  |
|                  |                  | 10. Noun and Verb |

**Assignment – 4:**

- |                |               |             |              |
|----------------|---------------|-------------|--------------|
| 1. to increase | 4. to manage  | 7. to react | 10. to cover |
| 2. to appear   | 5. to arrange | 8. Gardened |              |
| 3. to post     | 6. to select  | 9. to host  |              |

Unit – I: Skills  
**One Word Substitutes**

English is used internationally as a language of communication and as a means of sharing knowledge and information. It has enriched itself with a large number of words that can be used instead of a sentence or a long-expression. Such words are called **One-Word Substitutes**.

One-word substitutes are very useful to convey the point very quickly without losing the meaning of the context. The candidates require a strong vocabulary base to answer them. It is one of the important topics in various competitive examinations.

**E.g.:**

- |   |                |
|---|----------------|
| (1) The study of coins                              | - Numismatics  |
| (2) One who compiles a dictionary                   | - Lexicography |
| (3) A number of sheep                               | - Flock        |
| (4) A place for storing grains                      | - Granary.     |
| (5) An exact copy of writing, printing or a picture | - Replica      |
| (6) Occurring after death                           | - Posthumous   |

**List of One Word Substitutes – 1**

*Words for various fields of study*

Phrase	One Word
Printing using a stone or a metal plate with a completely smooth surface	Lithography
Mapping of earth and its formation	Geography
Art related to ornate, good handwriting	Calligraphy
A scientific study of bodily diseases	Pathology
Study of birds	Ornithology
Study of celestial bodies	Astronomy
Study of collection of coins, tokens, paper money etc.	Numismatics
Study of earth and rocks	Geology
Study of election trends	Psephology
Study of flying aeroplanes	Aviation
Study of handwriting	Graphology
Study of hereditary, genes and variation in living organisms	Genetics
Study of human development	Anthropology

Study of languages	Philology
Study of living things	Biology
Study of religion	Theology
Study of science of insects	Entomology
Study of sound and sound waves	Acoustics
Study of the influence of planets and stars on human events	Astrology
Study of the law of the flow of water and other liquids	Hydraulics
Study of the relation between the organism and their environment	Ecology
Study of various aspects of ageing	Gerontology
The science of time order	Chronology
Study of religion	Theology
The science of human development	Anthropology

### List of One Word Substitutes – 2

*Words used for experts and people with various qualities, habits, and abilities.*

Phrase	One Word
One with unlimited power	Autocrat
One who walks on ropes	Funambulist
An expert in writing by hand	Chirographer
The doctor who attends to child delivery	Obstetrician
The doctor who attends to corns in the feet and hands	Chiropodist
The doctor who deals with the female reproductive system	Gynaecologist
The doctor who specializes in root canal and nerve treatment	Endodontist
The doctor who straightens teeth	Orthodontist
The doctor who treats bone problems	Orthopedician
The doctor who treats eye diseases	Ophthalmologist
The doctor who treats gums	Periodontist
The doctor who treats heart problems	Cardiologist
The doctor who treats skin diseases	Dermatologist
One who is all powerful	Omnipotent
One who is all knowing	Omniscient
One who is present all over	Omnipresent
One who can throw his voice	Ventriloquist
One who talks while sleeping	Somniloquist
One who takes part in dialogue or conversation	Interlocutor

One who walks in sleep	Somnambulist
One who walks at night	Noctambulist
One who is violently against established beliefs and traditions	Iconoclast
One who turns his thoughts inwards	Introvert
One who turns his thoughts outwards	Extrovert
One who is both inwards and outwards at times	Ambivert
One who demands strict conformity to rules	Martinet
One who believes in ruthless self-aggrandizement	Egoist
One who doesn't consume alcohol	Teetotaler
One who exhibits courage or fearlessness	Intrepid
One who easily believes others	Credulous
One who is capable of using both hands	Ambidextrous
One who knows a lot about good food and wine	Connoisseur
One who is beyond reform	Incorrigible
Well known for bad qualities	Notorious
Perfectly, highly skilled reached the zenith of art	Consummate
A shrewish loud-mouthed female	Virago
One who is extravagantly romantic, chivalrous and impractical	Quixotic

### List of One Word Substitutes – 3

*Words used for various likes and dislikes.*

Phrase	One Word
One who is a boot licker, flatterer	Sycophant
One who has a keen interest in food and drinks	Gourmet
Love for mankind	Philanthropy
Someone who loves collecting books	Bibliophile
One who loves and admires the British	Anglophile
One who loves without seriousness	Philanderer
Fondness towards women	Philogyny
One who loves men	Androphile
One who loves wisdom (hence pursues it)	Philosopher
One who hates men	Misandrism
Madness or obsession with males	Andromania
One who hates women	Misogynist
One who hates mankind	Misanthropist

One who loves his country	Patriot
Excessive love for one's country	Super patriotism
One who hates marriage	Misogamist
One who loves to speak	Loquacious
Strong, deep dislike	Antipathy
Simultaneously affected by similar feelings	Sympathy
Mentally identifying oneself with another person or a thing	Empathy
Something or someone makes you feel deep sadness or pity	Pathetic

#### List of One Word Substitutes – 4

*Words used for practices and beliefs related to religion, marriage, and family.*

Phrase	One Word
Related to marriage	Matrimony
One who believes in the presence of God	Theist
One who doesn't believe in the presence of God	Atheist
One who believes in the theory of only one God	Monotheist
One who believes in many Gods	Polytheist
One who believes that God is the union of all forces of the universe	Pantheist
Religious madness	Theomania
The battle among the Gods	Theomachy
Practicing only one marriage (having only one wife)	Monogamy
Practicing two marriages (having two wives)	Bigamy
The practice of several marriages (having many wives)	Polygamy
Self-fertilization especially in plants	Autogamy
Marriage within one's tribe	Endogamy
Marriage outside one's tribe	Exogamy
Having several husbands	Polyandry
People who have both male and female sexual organs	Hermaphrodite
An inheritance from father	Patrimony
A name framed after father's name	Patronymic
Fatherhood	Paternity
A father-like figure	Patriarch

**List of One Word Substitutes – 5***Words used for various systems of governance.*

Phrase	One Word
Government by one person (royal)	Monarchy
Government by two agencies	Diarchy
Government by a few powerful people	Oligarchy
Government by the military class	Stratocracy
Government by divine guidance	Theocracy
Government by departments of state	Bureaucracy
Government by nobility	Aristocracy
Government by wealthy	Plutocracy
Government by the people	Democracy
A system of governing a country suggesting a father-child relation	Paternalism
Government by one absolutely	Autocracy
Absence of government	Anarchy
A system ruled or controlled by men	Patriarchy
The rule or control of mother	Matriarchy
Self-rule or control	Autonomy

**List of One Word Substitutes – 6:***Words used for various kinds of killings and manias.*

Phrase	One Word
The killing of one's husband	Mariticide
The killing of parents	Parricide
The killing of a whole race	Genocide
The killing of a newborn child	Infanticide
The killing of a king	Regicide
The killing of a human being	Homicide
The killing of oneself	Suicide
The killing of a father	Patricide
The killing of a mother	Matricide
The killing of one's brother	Fratricide
The killing of one's sister	Sororicide
The killing of one's wife	Uxoricide
Morbid compulsion to keep on consuming alcohol	Dipsomania
Morbid compulsion to steal	Kleptomania



Morbid compulsion to steal books	Bibliokleptomania
Morbid compulsion to start a fire	Pyromania
Morbid delusion of power, importance or godliness	Megalomania
Morbid, uncontrollable desire on the part of a woman	Nymphomania
Morbid, uncontrollable desire on the part of a man	Satyromania
A person with a one-track mind	Monomania
Compulsion to tell lies	Mythomania
Madness with an obsession with something	Mania

**List of One Word Substitutes – 7:**  
*Words related to speech and written works.*

Phrase	One Word
A book containing all the published work of an author	Omnibus
A written message from far off place	Telegraph
Informal, less grammatically rigid language	Colloquial
Talking around, a method of talking indirectly	Circumlocution
Generous, forgiving talk	Magniloquent
Expressive in the use of words	Eloquent
High sounding pompous speech or writing	Grandiloquent
A signature of a celebrity (signature of oneself)	Autograph
Walk beforehand or an introductory statement	Preamble
Writing of one's life story	Biography
Writing of one's own life story	Autobiography
Written by light	Photograph
Few words packed with meaning, concise	Laconic
A speech to oneself, alone	Soliloquy

**List of One Word Substitutes – 8:**  
*Words related to a specific type of things, events, and places.*

Phrase	One Word
A place for the sun to enter where one can sunbath	Solarium
A glass container in which fish and other water animals can be kept	Aquarium
A place for feet or speaker's platform	Podium
The part of a theatre where people who are watching and listening sit	Auditorium
An optical device for projecting various celestial images and effects	Planetarium

An establishment for the treatment of the chronically ill	Sanatorium
A place where objects are exhibited	Museum
Trees whose leaves fall every autumn	Deciduous
That which falls upon befalls, happens	Incident
That which falls to someone or something	Accident
That which falls on the western countries	Occidental
The school or college one attends	Alma Mater
A self-moving vehicle	Automobile
A machine that functions by itself	Automatic
A baby carriage	Perambulator
A carriage for sick people	Ambulance

**List of One Word Substitutes – 9:**

*Words used for various kinds of food eaters and eating habits.*

Phrase	One Word
Living on all	Omnivorous
Living on fruits	Frugivorous
One who eat only fruits	Fruitarian
One who eats no animal flesh	Vegetarian
One who feeds on human flesh	Cannibal
One who enjoys food with a sensual pleasure	Gourmand
One whose eating habit is repulsive	Glutton
Living on flesh	Carnivorous
Living on grass	Herbivorous
Living on fish	Piscivorous
One who eats all kinds of food	Omnivorous

**List of One Word Substitutes – 10:**

*Words related to certain actions, time, and direction.*

Phrase	One Word
A backward look or a view into the past	Retrospect
A forward look or a view into future	Prospect
Examine one's motives or look inwards	Introspect
To examine carefully	Inspect
A doubtful look or examination of one's motives	Suspect

Careful, cautious watch on surroundings	Circumspect
To walk aimlessly	Amble
When two things befall together	Coincident
A thing occurring again and again for a long time	Chronic
Someone or something out of time	Anachronism
To send out of one's native country	Expatriate
To walk around a place especially in a ritual fashion	Circumambulate
A highly accurate timepiece	Chronometer
Make to happen at the same time	Synchronize
An instrument which records short intervals of time	Chronograph
Capable of moving in all directions	Omnidirectional

**Assignment – 1: Write One-Word Substitutes for the following:**

1. A number of bees, ants etc. —
2. A number of larks or pretty girls —
3. A place for wild animals —
4. A collection of poems —
5. A group of stars —
6. A place where fishes are kept —
7. A place for housing aeroplanes —
8. A place where soldiers live —
9. One who deals in flowers —
10. One who sells sweets and pastries —
11. A person in charge of a museum —
12. One who compiles a dictionary —
13. One who talks in sleep —
14. One who walks in sleep —
15. One who has an uncontrollable urge to steal —
16. A leader who can sway his followers by oratory —
17. One who secretly listens to the talk of others —
18. One who pretends to have great knowledge —
19. The study of ancient writings —
20. The study of birds —

**Assignment – 2:** Substitute the words in italics in the following sentences with an appropriate single word.

1. The English teacher arrived *exactly at the time appointed*.
2. She wants me to go *at this very moment*.
3. Glass is *hard but easily broken*.
4. My grandfather is *unable to read or write*.
5. The teacher is *liked by one and all* in the school.
6. Vikram is *fair in giving judgments*.
7. The Church is *decorated with bright lights*.

8. Her handwriting is *difficult or impossible to read*.
9. The Secretary was elected by *all without opposition*.
10. He is *able to perform duties well*.
11. These measures will be *able to bring about the results intended*.
12. Boswell wrote *the life history of Johnson*.
13. These words are *no longer in use*.
14. Prospero was *removed from his throne* by his younger brother.
15. Death is *something which no one can escape*.

### Assignment – 3: Match the following with A and B

A	B
1. Numismatist	a. A doctor who treats skin diseases
2. Philanthropist	b. One who believes that women should have rights like men
3. Architect	c. A person who is between 80 and 89 years old
4. Polyglot	d. One who studies coins
5. Dermatologist	e. A systematic study of human speech sounds
6. Omnipresent	f. The murder of one's own child
7. Theist	g. A person who doubts everything
8. Infanticide	h. A person who helps rich and the needy people
9. Skeptic	i. A person who loves stamps
10. Feminist	j. One who believes in the existence of God
11. Octogenarian	k. One who knows many languages
12. Phonetics	l. A person whose job is to design buildings
13. Internet	m. One who is present everywhere
14. Dentist	n. A person who treats the ailments of teeth and gums
15. Philatelist	o. A global computer network that provides all information

### Answers:

#### Assignment – 1:

- |                  |                  |                   |                   |
|------------------|------------------|-------------------|-------------------|
| 1) swarm         | 2) bevy          | 3) menagerie, zoo | 4) anthology      |
| 5) constellation | 6) aquarium      | 7) hangar         | 8) cantonment     |
| 9) florist       | 10) confectioner | 11) curator       | 12) lexicographer |
| 13) somniloquist | 14) somnambulist | 15) kleptomaniac  | 16) demagogue     |
| 17) eavesdropper | 18) charlatan    | 19) paleography   | 20) ornithology   |

#### Assignment – 2:

- |                |                |                |               |
|----------------|----------------|----------------|---------------|
| 1) punctuality | 2) immediately | 3) brittle     | 4) illiterate |
| 5) popular     | 6) impartial   | 7) illuminated | 8) illegible  |
| 9) unanimously | 10) efficient  | 11) effective  | 12) biography |
| 13) obsolete   | 14) dethroned  | 15) inevitable |               |

#### Assignment – 3:

- |      |       |       |       |       |       |       |      |
|------|-------|-------|-------|-------|-------|-------|------|
| 1) d | 2) h  | 3) l  | 4) k  | 5) a  | 6) m  | 7) j  | 8) f |
| 9) g | 10) b | 11) c | 12) e | 13) o | 14) n | 15) i |      |

Unit – I: Skills  
**Collocations**

**Collocations:** Collocations are two or more words that often go together. For instance, if the word ‘work’ is combined with a verb ‘do’ and with an adjective ‘excellent’, new phrases such as ‘do work’ or ‘excellent work’ arrive. But the same word ‘work’ cannot be combined with a verb like ‘make’ and say ‘make work’. Therefore, the learners should use particular combinations that sound ‘right’ to native English speakers. If not, the combinations look unnatural and give the wrong meaning.

There is no logical reason for these collocations. They are purely conventional. They are very common in the English language. In order to improve vocabulary and express well, the learners should know the collocations of words in English. Study some more examples of collocation given below:

Natural English	Unnatural English
‘commit a crime’	‘do a crime’
‘a big mistake’	‘a large mistake’
‘a golden opportunity’	‘a silver opportunity’
‘make amends’	‘do amends’
‘a high standard’	‘a great standard’
‘a quick shower’	‘a quick bath’
‘a good intention’	‘a nice intension’
‘cheap popularity’	‘inexpensive popularity’
‘naked truth’	‘bare truth’

There are seven ways with which the collocations are formed: They are

1. Adverb + Adjective : completely satisfied
2. Adjective + Noun : excruciating pain
3. Noun + Noun : a surge of anger
4. Noun + Verb : lions roar
5. Verb + Noun : commit suicide
6. Verb + Expression  
with Preposition : burst into tears
7. Verb + Adjective : wave frantically

**Sample Collocations:**

There are several different types of collocation. Collocations can be adjective + adverb, noun + noun, verb + noun and so on. Below you can see seven main types of collocation in sample sentences.

**1. adverb + adjective**

- Invading that country was an *utterly stupid* thing to do.
- We entered a *richly decorated* room.
- Are you *fully aware* of the implications of your action?

**2. adjective + noun**

- The doctor ordered him to take *regular exercise*.
- The Titanic sank on its *maiden voyage*.
- He was writhing on the ground in *excruciating pain*.

**3. noun + noun**

- Let's give Mr Jeevan a *round of applause*.
- The *ceasefire agreement* came into effect at 11 am.
- I'd like to buy two *bars of soap* please.

**4. noun + verb**

- The *lion* started *to roar* when it heard the *dog barking*.
- *Snow* was *falling* as our *plane* took off.
- The *bomb* went off when he started the car engine.

**5. verb + noun**

- The prisoner was hanged for *committing murder*.
- I always try to *do my homework* in the morning, after *making my bed*.
- He has been asked to *give a presentation* about his work.

**6. verb + expression with a preposition**

- We had to return home because we *had run out of money*.
- At first her eyes *filled with horror*, and then she *burst into tears*.
- Their behaviour was enough to *drive anybody to crime*.

**7. verb + adverb**

- She *placed* her keys *gently* on the table and sat down.
- Mary *whispered softly* in John's ear.
- I *vaguely remember* that it was growing dark when we left.

**List of few Verb Collocations:**

<b>have</b>	<b>do</b>	<b>make</b>
have a bath have a drink have a good time have a haircut have a holiday have a problem have a relationship have a rest have lunch have sympathy	do business do nothing do someone a favour do the cooking do the housework do the shopping do the washing up do your best do your hair do your homework	make a difference make a mess make a mistake make a noise make an effort make furniture make money make progress make room make trouble
<b>take</b>	<b>break</b>	<b>catch</b>
take a break take a chance take a look take a rest take a seat take a taxi take an exam take notes take someone's place take someone's temperature	break a habit break a leg break a promise break a record break a window break someone's heart break the ice break the law break the news to someone break the rules	catch a ball catch a bus catch a chill catch a cold catch a thief catch fire catch sight of catch someone's attention catch someone's eye catch the flu
<b>pay</b>	<b>save</b>	<b>keep</b>
pay a fine pay attention pay by credit card pay cash pay interest pay someone a compliment pay someone a visit pay the bill pay the price pay your respects	save electricity save energy save money save one's strength save someone a seat save someone's life save something to a disk save space save time save yourself the trouble	keep a diary keep a promise keep a secret keep an appointment keep calm keep control keep in touch keep quiet keep someone's place keep the change
<b>come</b>	<b>go</b>	<b>get</b>
come close come complete with come direct come early come first come into view come last	go abroad go astray go bad go bald go bankrupt go blind go crazy	get a job get a shock get angry get divorced get drunk get frightened get home

come late	go dark	get lost
come on time	go deaf	get married
come prepared	go fishing	get nowhere
come right back	go mad	get permission
come second	go missing	get pregnant
come to a compromise	go on foot	get ready
come to a decision	go online	get started
come to an agreement	go out of business	get the impression
come to an end	go overseas	get the message
come to a standstill	go quiet	get the sack
come to terms with	go sailing	get upset
come to a total of	go to war	get wet
come under attack	go yellow	get worried

### Miscellaneous collocations

Time	Business English	Classifiers
bang on time	annual turnover	a ball of string
dead on time	bear in mind	
early 12th century	break off negotiations	a bar of chocolate
free time	cease trading	
from dawn till dusk	chair a meeting	a bottle of water
great deal of time	close a deal	
late 20th century	close a meeting	a bunch of carrots
make time for	come to the point	
next few days	dismiss an offer	a cube of sugar
past few weeks	draw a conclusion	
right on time	draw your attention to	a pack of cards
run out of time	launch a new product	
save time	lay off staff	a pad of paper
spare time	go bankrupt	
spend some time	go into partnership	
take your time	make a loss	
tell someone the time	make a profit	
time goes by	market forces	
time passes	sales figures	
waste time	take on staff	

Visit the following page for the **detailed list of Collocations** arranged alphabetically:

**<https://www.englishclub.com/ref/Collocations/>**

Visit the following page for fun **Quizzes** on English Collocations:

**<https://www.englishclub.com/ref/Collocations/Quizzes/>**



**Assignment – 1: Choose the appropriate Collocation and fill the blanks.**

1. Students must come to college at exactly 9.00 am, \_\_\_\_\_ (right/straight) on time.
2. Those who wish to learn the English language must read storybooks during their \_\_\_\_\_ (free/spare) time.
3. They couldn't write all the answers as they \_\_\_\_\_ (ran through//ran out of) time.
4. If we take this short cut, we'll \_\_\_\_\_ (keep/save) some time.
5. The Wi-Fi technology has come into the world in the \_\_\_\_\_ (last 20<sup>th</sup>/late 20<sup>th</sup>) century.
6. Workers are very busy. They work \_\_\_\_\_ from (day to/from dawn to) dusk.
7. People forget others help as \_\_\_\_\_ (time goes/leaves times) by.
8. Can you \_\_\_\_\_ (make time/do time) to meet us this week?
9. Governments robbed the poor man's money in the \_\_\_\_\_ (past few/few past) years.
10. My son will \_\_\_\_\_ (do/make) his homework after supper.

**Assignment – 2: Match the following with A and B.**

A	B
1. You cannot deposit the money without	A. positively respond
2. This year Jeevan's Company had huge	B. take risk
3. Hope all of you would _____ to the issue	C. highly qualified
4. Intellectuals feel that the country is making a	D. make the bed
5. Youngsters are not at all ready to	E. opening an account
6. The teachers of that institution are	F. annual turnover
7. People often forget to	G. fast food
8. These days children love to	H. go bankrupt
9. The company is about to	I. blessed with
10. They are _____ multiple talents.	J. retrogressive step



## Unit – II: Prose

## A.J. Cronin's "The Best Investment I Ever Made"

**Text:**

On the second day out from New York, while making the round of the promenade deck, I suddenly became aware that one of the other passengers was watching me closely, following me with his gaze every time I passed, his eyes filled with a queer, almost pathetic intensity.

I have crossed the Atlantic many times. And on this occasion, tired after a prolonged piece of work, I wanted to rest, to avoid the tedium of casual and importunate shipboard contacts. I gave no sign of having noticed the man.

Yet there was nothing importunate about him. On the contrary, he seemed affected by a troubled, rather touching diffidence. He was in his early 40's, I judged - out of the corner of my eye - rather short in build, with a fair complexion, a good forehead from which his thin hair had begun to recede, and deep blue eyes. His dark suit, sober tie and rimless spectacles gave evidence of a serious and reserved disposition.

At this point the bugle sounded for dinner and I went below. On the following forenoon, I again observed my fellow voyager watching me earnestly from his deck-chair.

Now a lady was with him, obviously his wife. She was about his age, quiet and restrained, with brown eyes and slightly faded brown hair, dressed in a grey skirt and grey woollen cardigan.

The situation by this time had begun to intrigue me and from my steward I discovered that they were Mr and Mrs John S—, from a small suburb of London. Yet when another day passed without event, I began to feel certain that Mr S— would remain too shy to carry out his obvious desire to approach me. However, on our final evening at sea, Mrs S— decided the matter. With a firm pressure on his arm and a whispered word in his ear, she urged her husband towards me as I passed along the deck.

'Excuse me, Doctor. I wonder if I might introduce myself.' He spoke almost breathlessly, offering me the visiting card which he held in his hand and studying my face to see if the name meant anything to me. Then, as it plainly did not, he went on with the same awkwardness. 'If you could spare a few minutes . . . my wife and I would so like to have a word with you.'

A moment later I was occupying the vacant chair beside them. Haltingly he told me that this had been their first visit to America. It was not entirely a holiday trip. They had been making a tour of the New England states, inspecting many of the summer recreational camps provided for young people there. Afterwards, they had visited settlement houses in New York and other cities to study the methods employed in dealing with youth groups, especially backward, maladjusted and delinquent cases.

There was in his voice and manner, indeed in his whole personality, a genuine enthusiasm which was disarming. I found myself liking him instinctively. Questioning him further, I learned that he and his wife had been active for the past 15 years in the field of youth welfare. He was, by profession, a solicitor but, in addition to his practice, found time to act as director of a charitable organisation devoted to the care of boys and girls, mostly from city slums, who had fallen foul of the law.

As he spoke with real feeling, I got a vivid picture of the work which these two people were doing – how they took derelict adolescents from the juvenile courts and, placing them in a healthy environment, healed them in mind and body, sent them back into the world, trained in a useful handicraft and fit to take their places as worthy members of the community.

It was a work of redemption which stirred the heart and I asked what had directed his life into this channel. The question had a strange effect upon him; he took a sharp breath and exclaimed:

‘So, you still do not remember me’

I shook my head, to the best of my belief I had never in my life seen him before.

‘I’ve wanted to get in touch with you for many years,’ he went on, under increasing stress. ‘But I was never able to bring myself to do so.’ Then, bending near, he spoke a few words, tensely, in my ear. At that, slowly, the veils parted, my thoughts sped back a quarter of a century and, with a start, I remembered the sole occasion when I had seen this man before.

I was a young doctor at the time and had just set up in practice in a working-class district of London. On a foggy November night, towards one o’clock, I was awakened by a loud banging at the door. In those days of economic necessity any call, even at this unearthly hour, was a welcome one. Hurriedly, I threw on some clothes, went downstairs. It was a sergeant of police, in dripping helmet and cape, mistily outlined on the doorstep. A suicide case, he told me abruptly, in the lodgings round the corner - I had better come at once.

Outside it was raw and damp, the traffic stilled, the street deserted, quiet as the tomb. We walked the short distance in silence, even our footsteps muffled by the fog, and turned into the narrow entrance of an old building.

As we mounted the creaking staircase, my nostrils were stung by the sick-sweet odour of gas. On the upper storey the agitated landlady showed us to a bare little attic where, stretched on a narrow bed, lay the body of a young man.

Although apparently lifeless, there remained the barest chance that the youth was not quite beyond recall. With the sergeant’s help, I began the work of resuscitation. For an entire hour we laboured without success. A further 15 minutes and, despite our most strenuous exertions, it appeared useless. Then, as we were about to give up, completely

exhausted, there broke from the patient a shallow, convulsive gasp. It was like a resurrection from the grave, a miracle, this stirring of life under our hands. Half an hour of redoubled efforts and we had the youth sitting up, gazing at us dazedly and, alas, slowly realising the horror of his situation.

He was a round-cheeked lad, with a simple, countrified air, and the story that he told us, as he slowly regained strength in the bleak morning hours, was simple, too. His parents were dead. An uncle in the provinces, anxious, no doubt, to be rid of an unwanted responsibility, had found him a position as clerk in a London solicitor's office.

He had been in the city only six months. Utterly friendless, he had fallen victim to the loose society of the streets, had made bad companions, and like a young fool, eager to taste pleasures far beyond his means, had begun to bet on horses. Soon he had lost all his small savings, had pledged his belongings, and owed the bookmaker a disastrous amount. In an effort to recoup, he had taken a sum of money from the office safe for a final gamble which, he was assured, was certain to win. But this last resort had failed. Terrified of the prosecution which must follow, sick at heart, sunk in despair, he had shut himself in his room and turned on the gas.

A long bar of silence throbbed in the little attic when he concluded this halting confession. Then, gruffly, the sergeant asked how much he had stolen. Pitifully, almost, the answer came, seven pounds ten shillings. Yes, incredible though it seemed, for this paltry sum this poor misguided lad had almost thrown away his life.

Again, there came a pause in which, plainly, the same unspoken thought was uppermost in the minds of the three of us who were the sole witnesses of this near-tragedy. Almost of one accord, we voiced our desire to give the youth - whose defenceless nature rather than any vicious tendencies had brought him to this extremity - a fresh start. The sergeant, at considerable risk to his job, resolved to make no report upon the case, so that no court proceedings would result. The landlady offered a month's free board until he should get upon his feet again. While I, making perhaps the least contribution, came forward with seven pounds ten shillings for him to put back in the office safe.

The ship moved on through the still darkness of the night. There was no need of speech. With a tender gesture Mrs S— had taken her husband's hand. And as we sat in silence, hearing the sounding of the sea and the sighing of the breeze, a singular emotion overcame me. I could not but reflect that, against all the bad investments I had made throughout the years – those foolish speculations for material gain, producing only anxiety, disappointment and frustration — here at last was one I need not regret, one that had paid no dividends in worldly goods, yet which might stand, nevertheless, on the profit side, in the final reckoning.

**About the Author:** A.J. Cronin, in full Archibald Joseph Cronin, (1896-1981) a Scottish novelist and physician was one of the most renowned storytellers of the twentieth century. Cronin was educated at the University of Glasgow and served as a surgeon in the Royal Navy during World War I. He practised in South Wales (1921–24) and then, as medical inspector of mines, investigated occupational diseases in the coal industry. He opened a medical practice in London in 1926 but quit because of ill health, using his leisure to write his first novel, *Hatter's Castle* (1931; filmed 1941), the story of a Scottish hat-maker obsessed with the idea of the possibility of his noble birth. This book was an immediate success in Britain.



Cronin's novel, *The Stars Look Down* (1935; filmed 1939), which chronicles various social injustices in a North England mining community from 1903 to 1933, gained him an international readership. It was followed by *The Citadel* (1937; filmed 1938), which showed how private physicians' greed can distort good medical practice. *The Keys of the Kingdom* (1942; filmed 1944), about a Roman Catholic missionary in China, was one of his most popular books. Cronin's subsequent novels include *The Green Years* (1944; filmed 1946), *Shannon's Way* (1948), *The Judas Tree* (1961), and *A Song of Sixpence* (1964). One of his more interesting late works is *A Thing of Beauty* (1956), a study of a gifted young painter who must break free of middle-class conventions to realize his potential. Cronin's strengths were his narrative skill and his powers of acute observation and graphic description. Though labelled a successful middlebrow novelist, he managed to create in *The Stars Look Down* a classic work of 20th-century British fiction.

**Brief Summary:** A.J. Cronin's "The Best Investment I Ever Made" narrates a touching episode from the author's early life as a doctor in London. He once happened to attend a misguided youth who attempted suicide. With much effort, he succeeded in bringing the youth back to life. The youth narrated his unfortunate story to the doctor. After the death of both his parents, he got employed in a Solicitor's office. Due to bad company, he lost all his money in horse betting. He stole some money from his office safe and lost that too. Fearing of punishment, he attempted suicide by turning on the gas. After hearing the sad story, the doctor gave the young man Seven pounds, ten shillings, to put back in the office safe and start a fresh life.

Interestingly, after 25 years of gap, the doctor met the youth Mr. John.S, a happily married man, along with his wife. The couple had been actively involved in the rescue and rehabilitation of child offenders. The doctor felt that the small amount he had given to the unfortunate youth turned out to be the best investment he had ever made in his life. Though it did not yield him any monetary dividends, it gave him immense satisfaction.

**Detailed Analysis:** "The Best Investment I Ever Made" is a creative outcome from the personal experience of the author's life as a doctor in London. The word investment used in the title of the story is not related to any monetary gain. Rather, it is about the social



investment of the author into the life of a misguided youth who tried to commit suicide on the prospect of stealing a small amount of money from his office. The narrator, as a doctor, completely changes the life of the boy and turns him into a good Samaritan and helps the youth to replace the money. After a long time, the doctor was contented to see the young man, along with his wife, working tirelessly for the rehabilitation of the child offenders. Recalling the episode, when he helped the young man with seven-pound during his moment of crisis, he realized that it was the best investment that he had ever made in his life. The episode gives immense pleasure to the doctor as the young man turns out to be a social reformer who works for the welfare of the misled people in society.

Rather than using the linear trajectory, the story starts from the end wherein the narrator seems quite surprised as one of the other passengers on the ship was constantly staring at him. After giving the outer persona of that strange man and his wife, the story moves further with the same person watching the doctor earnestly from his deck chair. Intrigued by the situation, the doctor started digging out some information about the couple. Soon, he discovered that they are Mr. and Mrs. John S from the small suburb of London. The situation remained the same as they were shy enough to approach the doctor directly. Afterwards, Mr. John decided to break the ice and initiated a conversation with me. After talking to them, the doctor learned that the couple is working for the marginalized people of the society and working as the director of an organization devoted to the care of the boys and girls from the city slums. The doctor realized that the couple was trying to change the life of derelict adolescents from the juvenile courts by turning them into the responsible and worthy members of the community.

The doctor was totally impressed with their work and curiously asked “what had directed his life into this channel. He took a sharp breath and exclaimed: “So you still do not remember me?”. The doctor was perplexed and tried to recall his meeting with the stranger. But he could not recall or register anything substantial. The man provided some information about their meeting a long ago and the doctor started recalling the same. Moving backwards, the doctor remembered his early years as a young practitioner in a working-class district of London. One day at an unearthly hour, the doctor was awakened by the loud banging on the door. The doctor was surprised to find a sergeant of police at his door who requested him to come along with him to see a young man who tried to commit suicide. With the help of the sergeant, he started the process of resuscitation to rejuvenate the young lad from the state of unconsciousness. After struggling for half an hour, youth was able to gain some consciousness and started gazing at them dazedly.

Afterwards, the young lad started narrating about his deplorable conditions and confessed about his involvement in betting practices for the material gains. Under the influence of the bad company, he immersed himself into certain socially unacceptable practices and lost all his small savings and owed the bookmaker a disastrous amount. In order to settle his debts, he stole some money from the official sale for the final gamble but failed utterly. Terrified by the consequences, he decided to end his life. After listening to his

narrative, the sergeant straightaway enquired from him “how much had he stolen?” In a terrified and meek voice, the boy replied, “seven pounds ten shillings”. Considering the self-confession and the defenceless nature of the boy, the sole witnesses of the tragedy the sergeant, doctor and the landlady unanimously decided not to report the case and give the boy a fresh start. The landlady offered to waive the rent for a month and the doctor provided him with seven pounds ten shillings to put back in the office sale.

Sitting with the couple on that ship, the doctor feels contented and elated as the seven pounds given to the hapless lad turns out to be the best investment he had ever made in his life. So, rather than expecting monetary and financial gains for every investment, sometimes the best investments include people and the returns can be priceless. Overwhelmed with the emotions, the doctor could not say much to the couple and realized the worth of his investment.

### **Paragraph Questions:**

#### **1. How does the doctor’s help change the young man’s life?**

**Ans:** A.J. Cronin’s “The Best Investment I Ever Made” narrates a touching episode. It is from author’s early life as a doctor in London. A misguided young man has stolen a small amount of money from his office. He feels guilty and tries to commit suicide. The narrator saves his life with the help of a sergeant of police. The young man is parentless. He is influenced by bad companions. He is sick at heart after stealing the amount. The result is that he tries to commit suicide. The doctor is kind enough to pay his stolen amount. After so many years the doctor finds him busy in the rescue and rehabilitation of child offenders. The seven pounds which doctor gave to the helpless lad, turns out to be the best investment.

#### **2. Attempt a character sketch of Mr. John.**

**Ans:** Mr. John had been active for fifteen years in the field of youth welfare. By profession, he was a solicitor. He was the founder of an organization devoted to the care of boys and girls. He sheltered the undisciplined orphan youth and shaped them as good citizens. In his childhood he lost his parents. His uncle was irresponsible. He was influenced by bad companions. He stole the money. He was punished by himself. With the help of the doctor, he made his life beautiful.

#### **3. Explain how the title is appropriate to the story?**

**Ans:** A.J. Cronin’s “The Best Investment I Ever Made” shares one of his personal experiences with the readers through this story. Usually, one associates material gain with the word ‘investment’. But the story by Cronin has a differently conceived meaning because it wasn’t anything related with money or profit. The author’s personal integrity and the values he had imbibed right from the beginning of his life made him what he was. A doctor by profession, he rescued a suicide survivor and



took pity on him. He helped the victim with the money he needed to repay his debts. The doctor after sowing the seeds of virtue in the mind of the man leaves the scene and resumes his life's journey little knowing about the transformation he had made in the mind of the young man. The once wayward young man had undergone a drastic change in his attitude and lifestyle that he had really become a contributing member of the society. The money Cronin had put in was to repay the debts the young man had. But it had really opened his otherwise blind eyes. The man had become an active social worker specializing on maladjusted and delinquent youth. The author was happy beyond words because this was an investment that he could never have won even if he had put lakhs of money into share markets. So, the title is too apt.

4. **“The best investment in life is not money but values.” Substantiate this view with the help of the story “The Best Investment I Ever Made.”**

**Ans:** A.J. Cronin is a well-known writer who inspires us with a touching story “The Best Investment I Ever Made”. Once while he was traveling in a ship, he found a man watching him anxiously many times. At first, he felt annoyed. Later the couple came to him and introduced themselves as Mr. and Mrs. John. They have been working among derelict youth for 15 years, rehabilitating them and bringing them back to life. He became interested in the story. Then they reminded him that he was the inspiration for them. Now he remembered an incident which happened years ago. While he was sleeping at night a Sergeant came to him and informed him about a suicide case in a nearby lodging. He hurried to the spot. When he reached there the room was filled with the smell of a gas. He found a young man lying on a narrow bed. At first He thought he was dead. Any way with the sergeant's help he tried to revive him to consciousness. But he found it was useless. When they were about to return, he heard a quick breath from him. After half an hour of redoubled efforts they succeeded in rescuing him. He told them that he was a clerk in an office. Lost in bad company and luxuries he had wasted all his wealth. Then once he took from the office some money for gambling which he couldn't replace. Being desperate he tried to commit suicide. Later A J Cronin learnt from him that he had taken only seven pounds and ten shillings. So, he gave him that money, the Sergeant promised not to report the case and the landlady offered one month's free lodging till he got a new job. Thus, the young man regained his life. He had given him only a small amount but the investment was more than that. He had given him a rebirth which the young man utilized for giving rebirth to many young men. Mr. John has realized from his own experience that life on earth is the most valuable of god's gifts. This he imparts to thousands of youth. Here investment is also the values we imbibe in our lives, that would remain the best forever. So, A J Cronin's statement is so meaningful and valid.

Unit – II: Non-Detailed  
Abrar Mohsin's "Florence Nightingale"

**About the Author:** Abrar Mohsin worked as Headmaster and as an English Teacher in the Ministry of Education, Zambia, Central Africa. He has compiled short stories, the speeches of great personalities and orators and the deeds of renowned persona into books. His significant works are *Life in Ancient Civilizations*, *Tales from Arabian Nights*, *Speeches of All Times*, *World's Great Lives*, *World's Great Immortal Speeches*, *World's Great War Speeches*, *World's Great Golden Deeds*, and *World's Great Scriptures*.



**About the Lesson:** Abrar Mohsin's "Florence Nightingale" is extracted from *World Great Lives*. It is the biography of Nightingale, the sister of mercy. She was born in a rich family in Florence, Italy. She wanted to become a nurse and do service to mankind. But her parents did not accept this and tried various methods to distract her. Despite their unwillingness, she became a nurse. She rendered yeoman service to the wounded soldiers, especially making rounds during nights, at Constantinople during the Crimean War (1853-1856). In recognition of her selfless service to the victims, she was given the title 'the Lady with the Lamp'. She continued to work hard in Britain to improve hospitals and she was given a medal called the Order of Merit. She became the first woman to receive such an honour.

Through this essay, Mohsin would like to spread the immortal deeds of great people like Florence Nightingale to the remotest places of the world so that the civilized men who live on this earth know those deeds and practice them in their lives.

**Summary:** The essay begins with the views of Abrar Mohsin on wars and their after-effects. He feels that war is always a dreadful thing. But the bards often glorify and sing their praises without ever witnessing or going through those horrors. He opines that the innumerable wars have brought death, devastation, misery, and tears of blood upon mankind. He further says that the mighty warriors hardly tell the sufferings of those who lose their dear ones. In simple, wars have always been dreadful and will always be.

Mohsin takes Tennyson's poem as an example to prove his point that poets often draw a very romantic picture. Lord Tennyson, in one of his poems, glorifies the Crimean War, the battle of Balaclava. Mohsin says that the poet's mansion is miles away from the war place. The poem never heard the cries of agony of the victims. He never witnessed the horrors and bloodshed of the people.

Mohsin believes that very few people have cared about the wounded. They have viewed the battles from entirely a different angle. Among such persons, Nightingale is one who grieved over the stupidity of the men who wage wars.

Florence (1820-1910) was born to William Edward Nightingale and Frances Nightingale. They gave her an education that is fit for a princess. She was a precocious child intellectually. She was pretty, brilliant, and charming. She wanted to become a nurse. When she said this to her parents, they were shocked. They tried various methods to distract her from this ambition. They said that nursing is not regarded as a respectable position these days. They even said that the ‘drunken prostitutes’ who were brought to court, given options to nurse or go to jail. They regarded nursing as a man’s job. But none of these wavered her resolution. She decided not to marry and dedicate her life to nursing patients.

She joined Fliedner’s Institute, a German training school for nurses as she had a passion to nurse the sick and the wounded. Later she spent much time at the hospitals of London and Germany. She then went to Paris to study what the nursing organizations were doing. When she back to England, she was made the manager and director of a Sanitorium. She had to supervise untrained and ill-disciplined nurses. It was a hard job yet she defended herself against petty jealousies and male colleagues. She stood up against all the ordeals and came out triumphantly. Seeing her dedication, someone remarked as ‘Joan of Arc.’

In 1854, Florence came to know the terrible conditions of the British soldiers due to the outbreak of the Crimean War. There were no surgeons, no nurses, and no dressers. As a result, many soldiers died. To save them, Sidney Herbert wrote a letter to Florence requesting to come and look after the wounded soldiers. She took it as a great opportunity and went to Scutari with a team of nurses. Queen Victoria gave personal blessings for her.

Florence saw the soldiers in a very pathetic condition. They do not have clean shirts. The men have only rags saturated with blood. There is no proper ventilation. The wards are infested with rats, mice, and vermin. The floor is defective. There were beds but the legs for the beds were sent to Balaclava. The officials sent ration without utensils to cook. Immediately she wrote letters to the officials at the hospital explaining the conditions. But they did not cooperate.

Later, Florence thought that the officials would not help her in any way. She performed the duties of cook, scavenger, housekeeper, washerwoman, storekeeper, and general dealer. She scrubbed the floors and the walls. She cleaned the hospital beds. She put new bandages on the wounds of the soldiers. She cooked and served fresh food. She did a lot to lessen the pain of the wounded and sick. As a result, the deaths decreased.

Florence raised funds through generous contributions. But the British Ambassador said that it is a waste of money upon useless rubbish. He even yelled that it would be good if the money is spent on the building of an Anglican Church in Constantinople. But the soldiers remarked that the hospital was the church and Nightingale was the ministering angel.

During the nights, Florence, with a lamp in her hand, walked through the rows of the patients. She helped them attending their agonies and soothing their blankets. The

patients called her ‘the lady with the lamp.’ They idolized her and expressed their gratitude that can never be translated into words. When she returned to England, people adored her for her selfless service to the wounded soldiers. Soon, she left for England. There she felt that the whole world needs nursing. She thought that her work has just begun.

In recognition of her yeoman service to nursing, she was awarded the Order of Merit in 1907. She became the first woman to receive such an honour. She died peacefully at the age of ninety.

### **Paragraph Questions:**

**1. Explain how Florence Nightingale prepared herself to join the mission of nursing.**

**Ans:** Abrar Mohsin is associated with the field of education. He worked in various positions in Africa. His write-up “Florence Nightingale” is an inspiring biographical sketch of that angelic woman. Through this essay, Mohsin would like to spread the immortal deeds of great people like Florence Nightingale to the remotest places of the world so that the civilized men who live on this earth know those deeds and practice them in their lives. This graphic portrait of ‘the Lady with the lamp’ touches the heart of every reader.

Florence wanted to become a nurse though her parents did not accept it. They tried various methods to distract her from this ambition. They said that nursing is not regarded as a respectable position these days. They even said that the ‘drunken prostitutes’ who were brought to court, given options to nurse or go to jail. They regarded nursing as a man’s job. But none of these wavered her resolution. She decided not to marry and dedicate her life to nursing patients. She joined Fliedner’s Institute, a German training school for nurses as she had a passion to nurse the sick and the wounded.

**1. Describe in detail how Nightingale was able to achieve her ambition in life. (or) Write an essay explaining how Nightingale succeeded in accomplishing her herculean task with her iron will and indefatigable energy.**

**Ans:** Abrar Mohsin is associated with the field of education. He worked in various positions in Africa. His write-up “Florence Nightingale” is an inspiring biographical sketch of that angelic woman. Through this essay, Mohsin would like to spread the immortal deeds of great people like Florence Nightingale to the remotest places of the world so that the civilized men who live on this earth know those deeds and practice them in their lives. This graphic portrait of ‘the Lady with the lamp’ touches the heart of every reader.

In 1854, Florence came to know the terrible conditions of the British soldiers due to the outbreak of the Crimean War. There were no surgeons, no nurses, and no dressers.

As a result, many soldiers died. When Sidney Herbert wrote a letter inviting her to nurse, she took it as a great opportunity to achieve her ambition in life. She reached Scutari with a team of nurses.

Florence saw the soldiers in a very pathetic condition. She wrote to officials but they did not cooperate. She did not lose hope. She performed the duties of cook, scavenger, housekeeper, washerwoman, storekeeper, and general dealer. She scrubbed the floors and the walls. She cleaned the hospital beds. She put new bandages on the wounds of the soldiers. She cooked and served fresh food. She did a lot to lessen the pain of the wounded and sick. She helped them attending their agonies and soothing their blankets. The patients called her ‘the lady with the lamp.’

**2. Elaborate how Florence Nightingale overcome various odds she faced and win the hearts of the sick soldiers. (or) Describe what made people call her ‘the lady with the lamp.’ (or) Explain why the wounded adored Nightingale.**

**Ans:** Abrar Mohsin is associated with the field of education. He worked in various positions in Africa. His write-up “Florence Nightingale” is an inspiring biographical sketch of that angelic woman. Through this essay, Mohsin would like to spread the immortal deeds of great people like Florence Nightingale to the remotest places of the world so that the civilized men who live on this earth know those deeds and practice them in their lives. This graphic portrait of ‘the Lady with the lamp’ touches the heart of every reader.

When she back to England from Paris, she was made the manager and director of a Sanatorium. She had to supervise untrained and ill-disciplined nurses. It was a hard job yet she defended herself against petty jealousies and male colleagues. She stood up against all the ordeals and came out triumphantly. Seeing her dedication, someone remarked as ‘Joan of Arc.’

In Scutari, Flore, with a lamp in her hand, walked through the rows of the patients during dark nights. She scrubbed the floors and the walls. She cleaned the hospital beds. She put new bandages on the wounds of the soldiers. She helped them attending their agonies and soothing their blankets. The patients called her ‘the lady with the lamp.’ They idolized her and expressed their immense gratitude. Thus, through her selfless service, she won the hearts of the sick soldiers.

**3. What views did the author express on wars?**

**Ans:** Abrar Mohsin is associated with the field of education. He worked in various positions in Africa. His write-up “Florence Nightingale” is an inspiring biographical sketch of that angelic woman. Through this essay, Mohsin would like to spread the immortal deeds of great people like Florence Nightingale to the remotest places of the world so that the civilized men who live on this earth know those deeds and practice them in their lives. This graphic portrait of ‘the Lady with the lamp’ touches the heart of every reader.



The essay begins with the views of Abrar Mohsin on wars and their after-effects. He feels that war is always a dreadful thing. But the bards often glorify and sing their praises without ever witnessing or going through those horrors. He opines that the innumerable wars have brought death, devastation, misery, and tears of blood upon mankind. He further says that the mighty warriors hardly tell the sufferings of those who lose their dear ones. In simple, they strongly believe that wars have always been dreadful and will always be.

#### 4. Sketch the character of Florence Nightingale.

**Ans:** Florence (1820-1910) was born to William Edward Nightingale and Frances Nightingale. They gave her an education that is fit for a princess. She was a precocious child intellectually. She was pretty, brilliant, and charming. She wanted to become a nurse. When she said this to her parents, they were shocked. They tried various methods to distract her from this ambition. But none of these wavered her resolution. She decided not to marry and dedicate her life to nursing patients.

At hospitals, she performed multiple duties despite many odds. During the nights, Florence, with a lamp in her hand, walked through the rows of the patients. She helped them attending their agonies and soothing their blankets. The patients called her ‘the lady with the lamp.’ They idolized her and expressed their gratitude that can never be translated into words. When she returned to England, people adored her for her selfless service to the wounded soldiers.

In recognition of her yeoman service to nursing, she was awarded the Order of Merit in 1907. She became the first woman to receive such an honour. She died peacefully at the age of ninety. The International Committee of the Red Cross constituted a commemorative International Nightingale Medal, in her honour, to those distinguished in the nursing field. Besides this, her birthday is celebrated as International Nurses Day and the nurses would take the Nightingale Pledge to pay reverence to her service. Thus, through her dedication to the profession, she became an ideal person to the entire nurse’s community.

Unit – II: Skills

**Skimming and Scanning**

Reading is an activity characterized by the translation of symbols, or letters, into words and sentences that communicate information. It may mean something to the reader whose essential aim is to understand a written text, evaluate its significance, and use what he has read to enhance his knowledge or pleasure. Frank Smith rightly says thus:

Reading is a specialized and complex skill involving a number of more general skills that have to be understood in any serious analysis of the subject.

Reading is a very complex, but important skill. It involves decoding or deciphering print. It is basic comprehension, interpreting or making sense of a given text, etc. In other words, it is a total understanding of a message in a given text.

Skimming and Scanning are two reading techniques. They are used for different purposes. People who know how to skim and scan are flexible readers. They read according to their purpose and get the information they need quickly without wasting time. They use these two methods according to their need and that increases their reading speed.

**Skimming:** It is one of the tools that can be used to read more in less time. It refers to looking *only* for the main ideas. It is said to be effective when the reader can grasp the main information correctly and clearly. It saves a lot of time for the reader as s/he doesn't have to spend hours to read the entire material.

There are three types of skimming namely preview, overview, and review. In Preview Skimming, the reader puts an effort to select a book or a chapter just to learn about the ideas presented in it. The reader uses Overview Skimming to sample the reading material more thoroughly than s/he did in a preview skimming due to an intention not to read the material at a later time. The purpose of Review Skimming is to re-familiarise oneself with the material that the reader previously read thoroughly or skimmed.

In skimming, the reader mainly concentrates on the introduction, summary, bold/italic words, bulleted points, names, headings and subheadings, dates, figures etc. S/he follows this technique while reading non-fiction, newspaper, mails, messages, and other unimportant text. S/he can also use it to take the essence of the chapter while revising for an exam or to take an overview of a book to decide whether it is worth-reading or not. Sometimes, it is also possible that when the reader is skimming s/he skip the relevant points or misunderstand some idea.

**Scanning:** It is another tool used for selective reading. Scanning involves rolling the eyes over the written/taped material until the reader locates the keywords or information which s/he needs. It has more to do with searching rather than scanning.

The reader adopts this technique when s/he is in search of some specific information or text contained in the passage. Unlike skimming, the reader, while scanning, searches *only* for a specific piece of information without reading everything. For effective scanning, the reader should, first of all, understand how the material is organized/presented and discern whatever is read, to easily identify the required information.

Therefore, it can be said that scanning is a search-oriented process that is used to find out answers to specific questions. Once the answer is found, the reading process is stopped.

### **Key Differences Between Skimming and Scanning:**

The difference between skimming and scanning are discussed here in detail:

1. Skimming can be defined as a type of reading in which the reader reads the text quickly to have an idea of the concept, subject matter, main points and gist, without paying close attention to the excessive detail. On the other hand, scanning refers to the reading technique, in which the reader moves his eyes over the entire text in order to locate specific keywords which he/she has in his/her mind.
2. Skimming is a quick reading method, whereas scanning is a selective reading method.
3. While skimming involves reading out the maximum amount of material in the minimum time, scanning is a method of searching out something in a fast manner.
4. The skimming technique is used to take an insight into what is contained in the study material, without reading it word for word. On the contrary, when the reader uses scanning he/she wants to find out the specific fact, keyword or information, of his/her need.
5. Skimming is used to get acquainted with the text you have not read yet. Conversely, in the case of scanning the reader has the knowledge of what he/she is looking for, in the given text.

Skimming and Scanning, therefore, are two very different strategies for speed reading. They are used for different purposes, and they require different reading skills, but they are very significant to go about reading comprehension.

### **Paragraph Questions:**

1. Define Skimming.
2. What is Scanning?
3. Elaborate the types of skimming.
4. Write the differences between skimming and scanning.
5. Explain how skimming and scanning are two essential reading techniques.



Unit – III: Prose  
Ruskin Bond's "The Night Train at Deoli"

**Text:**

When I was at college, I used to spend my summer vacations in Dehra, at my grandmother's place. I would leave the plains early in May and return late in July. Deoli was a small station about thirty miles from Dehra; it marked the beginning of the heavy jungles of the Indian Terai.

The train would reach Deoli at about five in the morning, when the station would be dimly lit with electric bulbs and oil-lamps, and the jungle across the railway tracks would just be visible in the faint light of dawn. Deoli had only lone platform, an office for the stationmaster and a waiting room. The platform boasted a tea stall, a fruit vendor, and a few stray dogs; not much else, because the train stopped there for only ten minutes before rushing on into the forests.

Why it stopped at Deoli. I don't know. Nothing ever happened there. Nobody got off the train and nobody got in. There were never any coolies on the platform. But the train would halt there a full ten minutes, and then a bell would sound, the guard would blow his whistle, and presently Deoli would be left behind and forgotten.

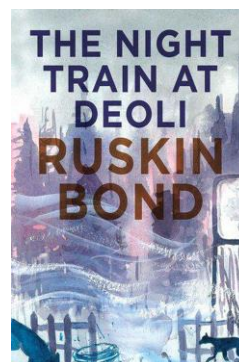
I used to wonder what happened in Deoli, behind the station walls. I always felt sorry for that lonely little platform, and for the place that nobody wanted to visit. I decided that one day I would get off the train at Deoli, and spend the day there, just to please the town.

I was eighteen, visiting my grandmother, and the night train stopped at Deoli. A girl came down the platform, selling baskets. It was a cold morning and the girl had a shawl thrown across her shoulders. Her feet were bare and her clothes were old, but she was a young girl, walking gracefully and with dignity.

When she came to my window, she stopped. She saw that I was looking at her intently, but at first, she pretended not to notice. She had a pale skin, set off by shiny black hair, and dark, troubled eyes. And then those eyes, searching and eloquent, met mine.

She stood by my window for some time and neither of us said anything. But when she moved on, I found myself leaving my seat and going to the carriage door, and stood waiting on the platform, looking the other way. I walked across to the tea stall. A kettle was boiling over on a small fire, but the owner of the stall was busy serving tea somewhere on the train. The girl followed me behind the stall.

'Do you want to buy a basket?' she asked. 'They are very strong, made of the finest cane ...' 'No,' I said, 'I don't want a basket.' We stood looking at each other for what seemed a very long time, and she said, 'Are you sure you don't want a basket?' 'All right, give me one,' I said, and I took the one on top and gave her a rupee, hardly daring to touch her fingers.



As she was about to speak, the guard blew his whistle; she said something, but it was lost in the clanging of the bell and the hissing of the engine. I had to run back to my compartment. The carriage shuddered and jolted forward.

I watched her as the platform slipped away. She was alone on the platform and she did not move, but she was looking at me and smiling. I watched her until the signal-box came in the way, and then the jungle hid the station, but I could still see her standing there alone ...

I sat up awake for the rest of the journey. I could not rid my mind of the picture of the girl's face and her dark, smouldering eyes. But when I reached Dehra the incident became blurred and distant, for there were other things to occupy my mind. It was only when I was making the return journey, two months later, that I remembered the girl.

I was looking out for her as the train drew into the station, and I felt an unexpected thrill when I saw her walking up the platform. I sprang off the foot-board and waved to her. When she saw me, she smiled. She was pleased that I remembered her. I was pleased that she remembered me. We were both pleased, and it was almost like a meeting of old friends.

She did not go down the length of the train selling baskets, but came straight to the tea stall; her dark eyes were suddenly filled with light. We said nothing for some time but we couldn't have been more eloquent.

I felt the impulse to put her on the train there and then, and take her away with me; I could not bear the thought of having to watch her recede into the distance of Deoli station. I took the baskets from her hand and put them down on the ground. She put out her hand for one of them, but I caught her hand and held it. 'I have to go to Delhi/ I said. She nodded. 'I do not have to go anywhere. The guard blew his whistle for the train to leave and how I hated the guard for doing that. 'I will come again/ I said. 'Will you be here? She nodded again, and, as she nodded, the bell clanged and the train slid forward. I had to wrench my hand away from the girl and run for the moving train.

This time I did not forget her. She was with me for the remainder of the journey, and for long after. All that year she was a bright, living thing. And when the college term finished, I packed in haste and left for Dehra earlier than usual. My grandmother would be pleased at my eagerness to see her.

I was nervous and anxious as the train drew into Deoli, because I was wondering what I should say to the girl and what I should do. I was determined that I wouldn't stand helplessly before her, hardly able to speak or do anything about my feelings.

The train came to Deoli, and I looked up and down the platform, but I could not see the girl anywhere. I opened the door and stepped off the footboard. I was deeply disappointed, and overcome by a sense of foreboding. I felt I had to do something, and so I ran up to the station-master and said, 'Do you know the girl who used to sell baskets

here?’ ‘No, I don’t,’ said the station-master. ‘And you’d better get on the train if you don’t want to be left behind.’

But I paced up and down the platform, and stared over the railings at the station yard; all I saw was a mango tree and a dusty road leading into the jungle. Where did the road go? The train was moving out of the station, and I had to run up the platform and jump for the door of my compartment. Then, as the train gathered speed and rushed through the forests, I sat brooding in front of the window.

What could I do about finding a girl I had seen only twice, who had hardly spoken to me, and about whom I knew nothing — absolutely nothing — but for whom I felt a tenderness and responsibility that I had never felt before?

My grandmother was not pleased with my visit after all, because I didn’t stay at her place more than a couple of weeks. I felt restless and ill-at-ease. So, I took the train back to the plains, meaning to ask further questions of the station-master at Deoli.

But at Deoli there was a new station-master. The previous man had been transferred to another post within the past week. The new man didn’t know anything about the girl who sold baskets. I found the owner of the tea stall, a small, shrivelled-up man, wearing greasy clothes, and asked him if he knew anything about the girl with the baskets.

‘Yes, there was such a girl here, I remember quite well,’ he said. ‘But she has stopped coming now.’ ‘Why?’ I asked. ‘What happened to her?’ ‘How should I know?’ said the man. ‘She was nothing to me.’ And once again I had to run for the train.

As Deoli platform receded, I decided that one day I would have to break journey there, spend a day in the town, make enquiries, and find the girl who had stolen my heart with nothing but a look from her dark, impatient eyes.

With this thought I consoled myself throughout my last term in college. I went to Dehra again in the summer and when, in the early hours of the morning, the night train drew into Deoli station, I looked up and down the platform for signs of the girl, knowing, I wouldn’t find her but hoping just the same.

Somehow, I couldn’t bring myself to break journey at Deoli and spend a day there. (If it was all fiction or a film, I reflected, I would have got down and cleaned up the mystery and reached a suitable ending for the whole thing). I think I was afraid to do this. I was afraid of discovering what really happened to the girl. Perhaps she was no longer in Deoli, perhaps she was married, perhaps she had fallen ill ...

In the last few years, I have passed through Deoli many times, and I always look out of the carriage window, half expecting to see the same unchanged face smiling up at me. I wonder what happens in Deoli, behind the station walls. But I will never break my journey there. It may spoil my game. I prefer to keep hoping and dreaming, and looking out of the window up and down that lonely platform, waiting for the girl with the baskets.

I never break my journey at Deoli, but I pass through as often as I can.’

**About the Author:** In the history of contemporary Indian English writers, Ruskin Bond (1934-) has occupied an outstanding position. He is an intelligent observer of human life and displays the maturity, sophistication, and remarkable ease of a storyteller. The recurring themes in his novels and short stories are travel, adventure, exploring, alienation, loneliness, homelessness, running away from home, human relationships, infatuation, physical attraction, love, friendship, family and parental failure, separation, the pain and pleasure of growing up. He presents love as a sad song or a passing fancy. The characters and incidents sprint out of his experiences of daily life. Boy and girl, man and woman, bazaar and shop, hill and plain, the tree and forest – all are close to his observation which adds an extra luster to his stories. Most of his plots are set against the backdrop of Dehra, Mussoorie, and other parts of Garhwal Himalaya, the land of the majestic beauty of nature. This region has been what Wessex has been to Thomas Hardy. A prominent personal note can be observed through his autobiographical first-person narration.



**About the Lesson:** “The Night Train at Deoli” is about the youth adolescent’s passionate attraction towards the young girls. The whole story is narrated as a beautiful dream, which the narrator doesn’t like to shatter at any cost. The narrator is an eighteen-year-old boy. It is an age of dreams and boys and girls dream about romantic infatuation. It is a beautiful example of an adolescent’s mind. It fancies and also it forgets easily.

The narrator meets a basket girl on the platform of Deoli. He sees her for a few minutes and true to his age he starts dreaming about her. Her pale skin, shiny black hair, and dark troubled eyes speak of her plight. Though nothing seems to cheer her up, the narrator doesn’t fail to observe her innocence. He never meets her again and never dares to find out the reason for her not being on the platform. He keeps her in his memory forever and always longs to see her at the same spot. Thus, the story expresses the narrator’s love for the poor girl.

### **Summary:**

In this short story, Ruskin Bond narrates his experience during one of his train journeys to Dehra when he was eighteen. He tells us that he used to spend his vacation every summer in his grandmother’s place in Dehra and had to pass a small lonely station, Deoli amidst the jungle on the way. This station appears strange to him as no one got on or off the train there and nothing seemed to happen there. He wonders why the train stopped there for ten minutes regularly without reason and feels sorry for the lonely little platform.

On one such journey, the author happens to see a pale-looking girl selling baskets. She appears to be poor, but with grace and dignity. Her shiny black hair and dark, troubled eyes attract the author. The girl offers to sell baskets to him. He initially refuses to buy and later when she insists, happens to buy one with a little hesitation, daring not to touch

her fingers in the melee. Both of them just look at each other for quite some time, just as it strikes a chord of affection between them. He longs to see her, her searching and eloquent eyes, again on his return journey. The meeting helps to break the monotony of his journey and brings in a sense of attachment and responsibility towards the girl.

The second time he sees her, both of them feel pleased to see each other, a smile on their faces reinforcing it, it seems like a meeting of old friends. Silence reigns and speaks more than words. He feels like taking her with him but does not do so. He tells her that he needs to go to Delhi and she replies saying she need not go anywhere, perhaps expressing her helplessness. Both of them separate unwillingly as the train leaves the station, with the hope of meeting again. The author spends the remainder of the journey and a long time later thinking about her.

The next summer, soon after his college term finishes, he rushes to go to Dehra, eager to meet the girl, his grandmother being an excuse. This time she is not to be seen at the Deoli station though he waits for a long time. This deeply disappoints him and a sense of foreboding overcomes him. On his way back to Delhi, he again waits anxiously to see her, but it ends in vain. On enquiry, he comes to know that the girl has stopped coming, and nobody knows about her whereabouts. Once again, he has to run for the train and invariably leave the station. He decides that once he would break the journey there, spend a day in the town, make enquiries and find the girl who had stolen his heart.

The following year in summer, he again walks up and down the platform hoping to see the girl, but somehow, cannot bring himself to break the journey to look for her. He seems to be afraid of discovering about her, dreading about anything unfortunate that could have befallen her. He wants to retain his sweet memories of her and not allow it to be spoilt with unfortunate events. All the same, the author also suggests to his readers that he did not want to project himself like a hero of a movie where the hero would meet his sweetheart going through all hardships and win her over. He prefers to keep hoping and dreaming, waiting for the girl.

The author brings the readers to a real world rather than a fictitious, imaginary, unreal world, driving home the fact that life is not like a fiction novel or a movie; losing and gaining becomes part of life's journey that needs to be taken in our stride. Life is a constant process, which cannot be stopped. We can only carry memories forward while life goes on.

### **Paragraph Questions:**

#### **1. Sketch the character of the narrator in the story.**

**Ans:** Ruskin Bond's "The Night Train at Deoli" is about the youth adolescent's passionate attraction towards the young girls. The whole story is narrated as a beautiful dream, which the narrator doesn't like to shatter at any cost. He is humane. He is a keen observer. He is emotionally rich. He tells us one of his experiences at Deoli station when he was eighteen.



The narrator meets a basket girl on the platform of Deoli. He sees her for a few minutes and true to his age he starts dreaming about her. Her pale skin, shiny black hair, and dark troubled eyes speak of her plight. Though nothing seems to cheer her up, the narrator doesn't fail to observe her innocence. He never meets her again and never dares to find out the reason for her not being on the platform. He keeps her in his memory forever and always longs to see her at the same spot. Thus, he shows his readiness to help the basket selling girl. His experience teaches us to discover the willingness to reconcile to life's realities.

**2. Draw a pen portrait of a girl with the basket on the Deoli platform.**

**Ans:** Ruskin Bond's "The Night: Train at Deoli" presents the girl in entirely different circumstances. She sells baskets on the small platform of Deoli. She wears a shawl across her shoulder. Her feet are bare and her clothes are old. Her pale skin, shiny black hair and dark troubled eyes speak of her plight. All these things describe her condition of extreme poverty.

Though she is poor, the narrator could see the grace and dignity on her face. She flashes twice at Deoli station selling baskets. She steals the narrator's heart with her shiny black hair and eloquent eyes. She influences the narrator to buy one basket though he refuses in the beginning. She is a practical woman. She asserts that she has nowhere to go perhaps expressing her helplessness. At last, both of them separate unwillingly as the train leaves the station, with the hope of meeting again. But they never meet again. Thus, she draws the attention of the narrator and the readers with her sensitive appeal. In a nutshell, she smiles, she steals, and she disappears.

**3. Comment on the significance of Deoli station in the story.**

**Ans:** The Deoli railway station plays a significant role in the narration. It is the place where the narrator and the basket selling girl meet each other. It is a small station about thirty miles away from Dehra. When the train reaches Deoli at about five in the morning, the station would be dimly lit with electric bulbs and oil lamps. The jungle across the railway tracks would just be visible in the faint light of dawn. It has a single platform consisting of a tea stall, a stall of a fruit vendor and a few stray dogs.

This station appears strange to him as no one got on or off the train there and nothing seemed to happen there. He wonders why the train stopped there for ten minutes regularly without reason and feels sorry for the lonely little platform. But soon he develops a kind of anxiety to visit the station again and again. This is because he is attracted to a basket selling girl on that platform. He sees her twice as she disappears soon. Since then, every summer he eagerly waits to see her at the station though his attempts remain in vain. Thus, the station, with its rustic setting, plays a significant role in the core theme of the story.

**4. How does the story present the theme of adolescent infatuation? (or) What is the theme of the story “The Night Train at Deoli.”**

**Ans:** “The Night Train at Deoli” is about the youth adolescent’s passionate attraction towards the young girls. The whole story is narrated as a beautiful dream, which the narrator doesn’t like to shatter at any cost. The narrator is an eighteen-year-old boy. It is an age of dreams and boys and girls dream about romantic infatuation. It is a beautiful example of an adolescent’s mind. It fancies and also it forgets easily. But in the case of the narrator, it doesn’t happen. He never forgets the experience that he had at the Deoli station.

The narrator meets a basket girl on the platform of Deoli. He sees her for a few minutes and true to his age he starts dreaming about her. Her pale skin, shiny black hair, and dark troubled eyes speak of her plight. Though nothing seems to cheer her up, the narrator doesn’t fail to observe her innocence. He never meets her again and never dares to find out the reason for her not being on the platform. He keeps her in his memory forever and always longs to see her at the same spot. Thus, the story expresses the narrator’s adolescent infatuation towards the poor girl.

**5. Critically appreciate Ruskin Bond’s “The Night Train at Deoli.”**

**Ans:** Ruskin Bond is a master storyteller. The recurring themes in his works are travel, adventure, exploring, alienation, infatuation, physical attraction, love, etc. He presents love as a sad song or a passing fancy. The characters and incidents sprint out of his experiences of daily life. Boy and girl, bazaar and shop, hill and plain, the tree and forest – all are close to his observation which adds an extra luster to his stories. All these features are clearly evident in “The Night Train at Deoli.”

“The Night Train at Deoli” is about the youth adolescent’s passionate attraction towards the young girls. The narrator sees the basket selling girl and falls in love with her. She too feels pleased to see him. When they see each other, a smile reinforces on their faces. Silence reigns and speaks more than words. He feels like taking her with him but does not do so. He tells her that he needs to go to Delhi and she replies saying she need not go anywhere, perhaps expressing her helplessness. Both of them separate unwillingly as the train leaves the station, with the hope of meeting again. The narrator carries on his journey thinking about her. This incident perhaps proves that love is a sad song or a passing fancy.

The narrator and the girl are presented realistically. The infatuation that they experience might be the experience of many youths, maybe in our lives as well. The setting is just one humble station ‘Deoli.’ The entire story centres around this station. The characters unexpectedly meet, feel love, but unwillingly departs.

“Nothing ever happened in that station” is a paradoxical statement. In terms of railways patronage, it is true. But the entire story happens in that station. The narrator repeatedly wants to visit the station. The station remains in his mind every when he is away from it.

## Unit – III: Poem

Robert Frost's "**Stopping by Woods on a Snowy Evening**"**Text:**

Whose woods these are I think I know.  
His house is in the village though;  
He will not see me stopping here  
To watch his woods fill up with snow.

My little horse must think it queer  
To stop without a farmhouse near  
Between the woods and frozen lake  
The darkest evening of the year.

He gives his harness bells a shake  
To ask if there is some mistake.  
The only other sound's the sweep  
Of easy wind and downy flake.

The woods are lovely, dark and deep,  
But I have promises to keep,  
And miles to go before I sleep,  
And miles to go before I sleep.

**About the Author:** Robert Lee Frost (March 26, 1874 – January 29, 1963) was an American poet known for his realistic depictions of rural life and his command of American colloquial speech. His work frequently explored complex social and philosophical themes through settings from rural life in New England in the early 20<sup>th</sup> century.

Frost is one of the most popular and well-known American poets, and his work is still widely read and studied today. He is the only poet to have received four Pulitzer Prizes for Poetry, and his poems have been translated into over 30 languages.

Some of Frost's most famous poems include "The Road Not Taken," "Stopping by Woods on a Snowy Evening," "Mending Wall," and "Nothing Gold Can Stay." These poems often deal with themes of nature, human nature, and the choices we make in life.

Frost's work is characterized by its use of simple language, its vivid imagery, and its exploration of universal themes. He is often seen as a poet of the people, and his work has been praised for its ability to connect with readers of all ages and backgrounds.





**About the Poem:** The poem depicts a traveler, presumably on horseback, drawn to the peace and beauty of a snowy forest at dusk. Despite the allure of the “lovely, dark and deep” woods, the traveler ultimately chooses to continue their journey, acknowledging responsibilities and “promises to keep”.

The poem explores the tension between the tranquil, alluring natural world and the obligations and demands of human society. The traveller faces an internal conflict between the desire to rest and surrender to the beauty of the woods and the need to fulfil their commitments. It symbolizes the continuous journey of life, with choices and responsibilities constantly demanding our attention. The dark, silent woods can be interpreted as symbolic of death or the unknown, adding another layer to the traveller's contemplation.

“Stopping by Woods on a Snowy Evening” is a poem rich in ambiguity and open to various interpretations. Its simple language and relatable themes have resonated with readers for generations, prompting reflection on life's choices, desires, and responsibilities.

**Brief Summary:**

In “Stopping by Woods on a Snowy Evening,” the speaker, likely a traveler on horseback, finds themselves drawn to the allure of a dark and snowy forest during dusk. They contemplate the peacefulness and beauty of the scene, feeling tempted to stay and simply immerse themselves in the natural world.

However, the pull of duty and responsibility pulls them away. The speaker acknowledges “promises to keep” and “miles to go before I sleep,” reminding themselves of obligations that necessitate continued travel. Despite the tempting stillness and allure of the woods, the speaker ultimately decides to move on, acknowledging the reality of their commitments.

This poem explores the conflict between personal desires and the demands of responsibility. It beautifully captures the allure of nature's peacefulness while emphasizing the pull of duty and commitment. While seemingly simple, the poem's imagery and language delve into deeper themes of human experience and the choices we make.

**Paragraph Questions:**

**1. Briefly summarize Robert Frost’s “Stopping by Woods on a Snowy Evening”.**

Ans: “Stopping by Woods on a Snowy Evening” is a poem by Robert Frost, published in 1923. It is one of his most well-known and often anthologized poems. The poem tells the story of a man who stops his horse and carriage in the middle of a snowy woods to admire the beauty of the scene. The speaker describes the woods as being “lovely, dark and deep” and watches as the snow falls softly. However, he is

reminded that he has other responsibilities and a long journey ahead of him, so he eventually decides to continue on his way.

Throughout the poem, Frost uses vivid imagery to describe the winter landscape and the silence of the woods. The speaker's contemplation of the woods creates a sense of peace and stillness, but also a feeling of isolation and melancholy. The final lines of the poem are perhaps the most famous: *“And miles to go before I sleep, And miles to go before I sleep.”* These lines suggest that the speaker still has much to do before he can rest, both literally in terms of the journey ahead of him, but also metaphorically in terms of the demands and responsibilities of his life. Despite the lure of the peaceful woods, he knows he must continue on his path.

**2. What is the main theme of the poem, and how is it conveyed through the speaker's words and actions?**

**Ans:** “Stopping by Woods on a Snowy Evening” is a timeless work that continues to captivate readers with its rich imagery, evocative language, and exploration of the human experience.

The main theme of the poem is the conflict between the desire for rest and the responsibilities of life. The speaker is drawn to the peacefulness of the woods, but is reminded of his obligations by the horse's questioning and his own sense of duty. This conflict is conveyed through the repetition of the last two lines of the poem, which emphasizes the tension between the speaker's desire to stay in the woods and his need to continue on his journey. The theme is also conveyed through the speaker's words, which express both his admiration for the beauty of nature and his sense of duty to fulfill his promises.

**3. What is the significance of the horse in the poem, and how does it contribute to the overall mood and meaning?**

**Ans:** The horse in the poem is significant because it represents the speaker's sense of duty and responsibility. The horse seems to question why they have stopped in the woods, and its presence reminds the speaker of the work he still has to do. This contributes to the overall mood and meaning of the poem by emphasizing the conflict between the speaker's desire for rest and his sense of obligation. The horse also represents the speaker's connection to the natural world, and its presence in the poem underscores the importance of the natural world to the speaker's sense of well-being.

**4. How does the poem use imagery and sound to convey its meaning and mood?**

**Ans:** The poem uses vivid imagery of the winter landscape to convey the speaker's sense of awe and wonder at the beauty of nature. The description of the woods as “lovely, dark and deep” creates a mood of peacefulness and tranquility, while the images of the snow and the woods evoke a sense of stillness and quiet contemplation. The imagery of the “easy wind and downy flake” conveys a sense of gentle movement and softness, which contributes to the overall mood of the poem. The imagery of the

woods, the snow, and the wind also convey the speaker's sense of connection to the natural world, and underscore the importance of nature to the speaker's emotional and spiritual well-being.

The poem uses sound to create a sense of stillness and quiet contemplation, as well as to underscore the speaker's sense of connection to the natural world. The repetition of the “s” sound in “the woods are lovely, dark and deep” creates a sense of softness and stillness, while the alliteration of “easy wind and downy flake” creates a sense of gentle movement and peace. The poem also uses the sound of the horse's bells to emphasize the speaker's sense of duty and responsibility, and to underscore the importance of human connection to the natural world.

**5. What is the significance of the last two lines of the poem, and how do they contribute to the poem's overall meaning?**

**Ans:** The last two lines of the poem, “And miles to go before I sleep, And miles to go before I sleep,” are significant because they emphasize the speaker's sense of conflict between the desire for rest and the responsibilities of life. The repetition of this phrase creates a sense of tension and urgency, and underscores the speaker's sense of obligation to fulfill his promises. The last two lines also contribute to the poem's overall meaning by highlighting the importance of balance in life: the speaker admires the beauty of nature and desires rest, but understands that he must fulfill his responsibilities before he can truly rest. This creates a sense of complexity and nuance in the poem, and underscores the importance of balancing different aspects of life in order to find true.

**6. What is the role of nature in the poem, and how is it depicted?**

**Ans:** Nature plays a central role in the poem, both as a source of beauty and inspiration, and as a reminder of the speaker's place in the world. The winter landscape is depicted in vivid detail, with images of snow, woods, and wind creating a sense of peace and tranquility. The use of nature imagery also emphasizes the speaker's sense of connection to the natural world, and underscores the importance of balance and harmony in life.

**7. What is the overall message of the poem?**

**Ans:** The overall message of the poem is that life is a balancing act between rest and responsibility, and that finding this balance is essential to our well-being. The speaker's admiration for the beauty of nature and his desire for rest are contrasted with his sense of obligation and duty, creating a sense of tension and conflict that is ultimately resolved by the repetition of the last two lines of the poem. This repetition emphasizes the importance of fulfilling our obligations before we can truly rest, and underscores the idea that balance and harmony are essential to a fulfilling life.

Unit – III: Skills

**Reading Comprehension**

Reading is a complex process. It is a psychological process because it deals with the behaviour of the reader. It is a physiological process because it involves the eyes and other organs of speech. It plays an important role in social and cultural processes. Since it deals with language, it is called a linguistic process.

Reading Comprehension is a thinking process. It is thinking through reading and associating with the correct meanings of the words and symbols. It requires thorough knowledge and understanding of grammar, syntax, phrases, and vocabulary if the learners wish to grasp the meaning of a given piece of prose or poetry.

Reading Comprehension helps in a) understanding relationships among ideas, b) understanding new concepts and special references, c) understanding new grammatical structures, and d) understanding meanings of new content words.

The following are the instructions that one should keep in mind while answering questions on a given passage:

1. Read the given passage at least twice to comprehend its subject matter.
2. Read the given questions and underline, in the passage, portion/ideas relevant to each question.
3. As far as possible, use your own language in the answers. Mere reproduction of the original passage will only bring discredit.
4. Each answer should be given in separate paragraphs. Each paragraph should serially correspond to relevant questions.
5. Each answer should be composed in simple and grammatically correct English. Sentences should be short, to the point and properly punctuated.
6. Read your answer and make sure that it contains no mistakes.
7. Finally, read the questions over again to make sure that each question has a corresponding answer.

There are two types of passages generally given for Comprehension:

1. Passage/stanza with five questions at the end to be answered in one or two sentences.
2. Passage/stanza with multiple-choice answers, especially in competitive examinations.

**Read the following passages/stanzas and answer the questions given at the end.**

1. Punctually at midday he opened his bag and spread out his professional equipment, which consisted of a dozen cowrie shells, a square piece of cloth with obscure mystic charts on it, a notebook, and a bundle of Palmyra writing. His eyes sparkled with a sharp abnormal gleam which was really an outcome of a continual searching look for customers, but which his simple clients took to be a prophetic light and felt comforted. The power of his eyes was considerably enhanced by their position placed as they were between the painted forehead and the dark whiskers which streamed down his cheeks: even a half-wit's eyes would sparkle in such a setting. People were attracted to him as bees are attracted to cosmos or dahlia stalks.
  - a) Who is the author of the above passage and in which lesson does it appear?
  - b) What objects were there in the bag?
  - c) How people are attracted to him?
  - d) Identify who is 'he' referred to in the above passage?
  - e) Why the eyes of the person are described as sparkled?
2. "He gives his harness bells a shake.  
To ask if there is some mistake.  
The only other sound's the sweep  
Of easy wind and downy flake".
  - a) Name the poem and the author of the above stanza.
  - b) Who is 'he' referred to in line 1 of the stanza?
  - c) How did the horse react?
  - d) Describe the sound in the poem?
  - e) Write the meaning of the word 'sweep'.
3. There is nothing glorious about the wars although the bards have often sung their praises. A war is always a dreadful thing; its outcome is nothing but destruction. The innumerable through the ages have brought about nothing but death, devastation, misery, and tears of blood upon mankind. The mighty epics singing of the valour of the glorious warriors hardly ever tell of us sufferings of those who lose their dear ones.
  - a) Who wrote the above lines and in which essay do they appear?
  - b) According to the author, what is the outcome of wars?
  - c) What truth did the mighty epics never tell?
  - d) Who has sung and praised the wars?
  - e) What is the meaning of the word 'bard'?
4. On the following forenoon, I again observed my fellow voyager watching me earnestly from his deck chair. Now a lady was with him, obviously his wife. The

situation by this time had begun to intrigue me. I discovered from my steward that they were Mr and Mrs John S\_ from a small suburb of London. When another day passed without event, I began to feel certain that Mr S\_ would remain too shy to carry out his obvious desire to approach me. However, on our final evening at sea Mrs S\_ decided the matter. With a firm pressure on his hand and a whispered word in his ear, she urged her husband towards me as I passed along the deck.

- a) What did the narrator observe the following forenoon?
- b) Who was now with his fellow voyager?
- c) What did the narrator discover from his steward?
- d) According to the narrator, what was the problem of his fellow voyager?
- e) On their final evening at sea, how did Mrs S\_\_ decide the matter?

**Answers:**

- 1.
  - a) The above passage is taken from R.K. Narayan's "An Astrologer's Day."
  - b) A dozen cowrie shells, a square piece of cloth, a notebook, and a bundle of Palmyra writing were there in the bag.
  - c) The people were attracted to him as bees are attracted to cosmos or dahlia stalks.
  - d) The person who is referred to as 'he' in the passage is the Astrologer.
  - e) The eyes of a person are described as sparkle because he always looked for clients.
- 2.
  - a) The above stanza is extracted from Robert Frost's "Stopping by Woods on a Snowy evening"
  - b) 'He' refers to 'the horse'.
  - c) The horse shook its harness bell.
  - d) The sound of harness bells, wind blowing, and the falling of the snowflakes.
  - e) The word 'sweep' means 'soft' and 'gentle'.
- 3.
  - a) The above lines appear in Abrar Mohsin's "Florence Nightingale."
  - b) According to the author, the wars bring nothing but death, devastation, misery, and tears of blood upon mankind.
  - c) The mighty epics singing of the valour of the glorious warriors hardly ever tell of us sufferings of those who lose their dear ones.
  - d) The bards have often sung and praised the wars.
  - e) The meaning of the word 'bard' is 'poet'.
- 4.
  - a) The narrator observed that his fellow voyager was watching him earnestly.
  - b) Now there was a lady – obviously his wife – was with him.
  - c) The narrator discovered from his steward that they were Mr. and Mrs. John S from a suburb of London.
  - d) He was too shy to carry out his obvious desire to approach the narrator.
  - e) Mrs. John S\_\_ urged her husband towards the narrator with a firm pressure on his hand and a whispered ear.



Unit – III: Skills  
**Note Making & Note Taking**

Note-Making and Note-Taking are two important language skills which every student has to acquire, for he has to make notes regularly and take notes quite often. This is needed for three reasons:

1. To have a record of the writer's main ideas,
2. To help one's memory when revising, and
3. To make what the writer says a part of a student's knowledge.

**Difference between Note Making and Note Taking:**

**Note Making** is defined as a systematic way of making notes from a book and arranging them in a certain order. And **Note Taking** is defined as a systematic process of taking down notes from a lecture/speech in an orderly manner.

**Process of Note Making/Note Taking**

- a) Read or listen carefully. The process starts after you have carefully read or listened to a text.
- b) Mark the topic sentence, keywords and phrases. If you are reading, underline them and if you are listening take them down.
- c) Try to establish a logical link between the main points.
- d) Notes can be made point-wise, or in a tabular form or in the form of a tree diagram.
- e) Making notes/taking notes is an interactive process. Mentally you interact with the writer (or written matter) / speaker (or spoken matter) constantly, try to understand the matter as much as possible and write down important points in such a way that you would be able to reconstruct the matter as accurately as possible.

**Points to be remembered while making/taking notes:**

- ✓ The draft should be precise/short.
- ✓ Essential points should be included.
- ✓ Present the content in a nutshell.
- ✓ Use abbreviations and symbols, if necessary.
- ✓ See that the whole text can be recapitulated at a later date.
- ✓ See that the notes help others in comprehending the content easily.

**Note making/taking skills** help an individual a) to preserve a large text in a simple form, b) to organize the thoughts in a logical and sequential order, c) to have a quick reference for a lecture / an exam, d) to facilitate easy review and reconstruction of the text, e) to develop the skill of comprehension, analysis, and presentation of a text in a concise note, f) to increase speed in writing, and g) to develop reading and writing abilities.

**Two Methods of Notation:** While making notes, you need to identify the main points, divisions, subdivisions, and still further if need be. Two methods of notation are in practice now:

The Conventional System of Notation using numerals and capital letters in the following order	The Decimal System of Notation using numerals
1. Large Roman Numerals: <b>I, II, III, IV, ...</b> 2. Capital Letters: <b>A, B, C, D, ...</b> 3. Arab Numerals: <b>1, 2, 3, 4, ....</b> 4. Small Letters: <b>a, b, c, d, ...</b> 5. Small Roman Numerals: <b>(i), (ii), (iii), (iv), ...</b>	1. 1, 2, 3, 4, ... 1.1, 1.2, 1.3, 1.4, ..... 1.1.1, 1.1.2, 1.1.3, 1.1.4, ... 1.1.1.1, 1.1.1.2, 1.1.1.3, 1.1.1.4, ... 2. 2.1, 2.2, 2.3, 2.4, ... 2.1.1, 2.1.2, 2.1.3, 2.1.4, .... 3. 3.1, 3.2, 3.3, 3.4, ...

### Assignments:

1. Drug-related health disorders are many and varied. (1) Dirty needles and solutions used for injecting drugs can easily cause abscesses in the arms and veins, liver disease, venereal disease, disease and infection of the kidneys and brain. (2) Sniffing cocaine and amphetamines can damage the tissue of the nose and (3) Marijuana and tobacco smoking can cause lung diseases. Heavy users of alcohol, volatile solvents, amphetamines or marijuana may find that their livers are permanently damaged. Babies of women addicted to (5) opiates are likely to be born addicted and to suffer from withdrawal symptoms (6) Cocaine and amphetamines can cause hair loss. Recent research has indicated that (7) Marijuana can damage cells. A drug user's way of life makes him more susceptible to pneumonia, tuberculosis, malnutrition and weight loss. Finally, an overdose of any of the sensual drugs can lead to respiratory or cardiac failure and death.

### Suggested Answer:

#### Title: Drug-related Health Disorders and Diseases

1. Drug-related Health Disorders
  - 1.1 From dirty needles, solutions used for injecting drugs
    - 1.1.1 abscesses (arms, veins)
    - 1.1.2 liver diseases
    - 1.1.3 venereal diseases
    - 1.1.4 infection of the kidneys, brain
  - 1.2 From sniffing cocaine and amphetamines
    - 1.2.1 damage of the nose tissues
    - 1.2.2 hair loss



- 1.3 From marijuana and tobacco smoking
    - 1.3.1 lung diseases
  - 1.4 From alcohol, volatile solvents, amphetamines, marijuana (heavy use)
    - 1.4.1 permanent liver damage
  - 1.5 From opiates (women)
    - 1.5.1 babies born addicted, suffer from withdrawal symptoms
  - 1.6 From marijuana
    - 1.6.1 cell damage
2. Drug users are susceptible to
- 2.1 Pneumonia
  - 2.2 Tuberculosis
  - 2.3 Malnutrition
  - 2.4 Weight loss
  - 2.5 Respiratory/cardiac failure
  - 2.6 Death
2. Rabindranath Tagore, the most eminent modern Bengali poet, was also a critic, an essayist and a composer and an author of innovative short fiction in Bengali literature. He is known outside India, principally through English translations. *Geethanjali*, a song offering (1912), the free verse recreations of his Bengali poems, modeled on medieval Indian devotional lyrics, won him the Nobel prize for literature in 1913, its first award to an Indian. Representative translations followed. Philosophical plays such as *Chitra* (1913) and *the King of the Dark Chambers* are some of the representative translations.

**Suggested Answer:****Title: Rabindranath Tagore**

- 1. Rabindranath Tagore, a versatile writer
  - 1.1 Eminent modern Bengali poet
  - 1.2 Critic and Essayist
  - 1.3 Composer
  - 1.4 Author of innovative short fiction in Bengali literature
- 2. Tagore's popularity abroad
  - 2.1 English Translations
    - 2.1.1 *Gitanjali*, A Song Offering (1912)
    - 2.1.2 Nobel Prize for literature
- 3. Tagore's philosophical plays
  - 3.1 *Chitra* (1913)
  - 3.2 *The King of the Dark Chamber*

3. Speed of movement was not an unmixed blessing. Indeed, there will be many today who do not consider it a blessing at all. Men have had to pay a price for the quicker pace of their life. The speed of the motorcar causes a great strain on the nerves of the user of the road and paradoxically of the driver of the car himself. Pedestrians find the car too fast for their reflexes and get knocked down. Cars collide with cars resulting in gruesome deaths. The roads have become death-traps for the rash as well as the cautious. One can understand why some people want to escape from it all, and get back to the ages of horses and leisurely living.

**Suggested Answer:**

**Title: Is Speed of Movement Really a Blessing?**

1. We have to pay a price for the quicker pace
    - 1.1 A great strain on the nerves of all users of the road
    - 1.2 Pedestrians get knocked down
    - 1.3 Cars collide with cars
    - 1.4 Road have become death-traps for the rash as well as the cautious
  2. So, some people want to get back to the ages of horses and leisurely living.
4. There are three main groups of oils – animal, vegetable and mineral. Great quantities of animal oil come from whales, those enormous creatures of the sea which are the largest remaining animals in the world. To protect the whale from the cold of the Arctic seas, nature has provided it with a thick covering of fat called blubber. When the whale is killed, the blubber is stripped off and boiled down. It produces a great quantity of oil which can be made into food for human consumption. A few other creatures yield oil, but none so much as the whale. The livers of the cod and halibut, two kinds of fish, yield nourishing oil. Both cod liver oil and halibut oil are given to sick children and other invalids who need certain vitamins.

Vegetable oil has been known from very old times. No household can get on without it, for it is used in cooking. Perfumes may be made from the oils of certain flowers. Soaps are made from vegetable and animal oils.

To the ordinary man, one kind of oil may be as important as another, but when the politician or the engineer refers to an oil, he almost always means mineral oil, the oil that drives tanks, aeroplanes and warships, motorcars and diesel locomotives. This is the oil that has changed the life of the common man. To it, we owe the possibility of flying. It has changed the methods of warfare on land and sea. This kind of oil comes out of the earth. Because it burns well, it is used as fuel, and in some ways is superior to coal. Many big ships now use oil instead of coal. Because it burns brightly, it is used for illumination. Many homes are still illuminated with oil burning lamps.

**Suggested Answer:****Title: Three Kinds of Oils**

1. Animal Oil
  - 1.1 Obtained from whales
    - 1.1.1 The blubber of the whale, when boiled, produces oil
    - 1.1.2 Used as food for human consumption
  - 1.2 Obtained from the livers of the cod and halibut
    - 1.2.1 Yields nourishing oil
    - 1.2.2 Medicinal value - given to sick children and invalids
2. Vegetable Oil
  - 2.1 Obtained from vegetables and seeds
  - 2.2 Used for cooking
  - 2.3 Perfumes are made from the oils of certain flowers
3. Mineral Oil
  - 3.1 To many oils means mineral oil
  - 3.2 Extracted from the earth
  - 3.3 Used as burning fuel for automobiles
  - 3.4 Used for illumination in the houses
5. We have many social evils and corruption dominates them all. Since independence corruption has become a chronic feature of our public life. There is not a single field that is above corruption. As Indira Gandhi has said corruption has become a global feature.

The basic reason for the ever-augmenting corruption is man's extreme lure for money. Even the public is very anxious to get their things done offering bribes. At times, they get things done quite against the rules and regulations by pluming the palms of the people at the helm of affairs.

Corrupt politicians make use of their political power to promote their personal interests and the interest of their near and dear. They directly interfere in the day-to-day administration and consequently, the honest officers become victims.

**Suggested Answer:****Title: Corruption**

1. Corruption is the worst social evil
  - 1.1 A chronic feature of our public life
  - 1.2 No single field is above corruption
  - 1.3 Corruption is a global feature (Indira Gandhi)
2. Basic Reasons for corruption
  - 2.1 Man's extreme lure for money
  - 2.2 People offer bribes to get their things done

3. Politicians and corruption
  - 3.1 Politicians use their power to promote their personal interests
  - 3.2 They interfere in administration and honest officers become victims
6. Insects are small creatures mostly having six legs, no backbone and a body divided into three parts. They are the most plentiful of all living creatures.

From man's point of view, insects can be divided into three main kinds, those insects which are useful to him and those which are harmful to him. There are those, which are merely interesting or beautiful. Bees and silkworms are examples of useful insects. Bees collect honey and wax from flowers for our use. Silkworms supply us with fine, strong silk. These insects provide man with food and clothing.

Locusts and mosquitoes, on the other hand, are harmful to man. Locusts will eat all growing plants and these hungry creatures destroy every year trees and crops. Mosquitoes pass on the dangerous disease of malaria and every year millions of people become ill and even die.

There are some insects, which are not directly useful or harmful to man but are interesting or beautiful. Examples of such insects are colourful butterflies, pretty little ladybirds and fluttering moths

### **Suggested Answer:**

#### **Title: Insects**

1. The physical structure of insects.
  - 1.1 Six legs
  - 1.2 No backbone
  - 1.3 Body in three parts
2. Insects: Three kinds
3. Useful insects to man
  - 3.1 Bees – Collect honey and wax from flowers for man's use (provide food)
  - 3.2 Silkworms – Supply us with fine, strong silk (provide clothing)
4. Harmful insects
  - 4.1 Locusts – Eat growing plants and destroy all vegetation
  - 4.2 Mosquitoes – Pass on malaria, a dangerous disease
5. Insects are neither useful nor harmful
  - 5.1 Butterflies, ladybirds, and fluttering moths
  - 5.2 They are not directly useful but interesting and beautiful

Unit – IV: Poem  
Nissim Ezekiel's "Night of the Scorpion"

**Text:**

I remember the night my mother  
was stung by a scorpion. Ten hours  
of steady rain had driven him  
to crawl beneath a sack of rice.

Parting with his poison - flash  
of diabolic tail in the dark room -  
he risked the rain again.

The peasants came like swarms of flies  
and buzzed the name of God a hundred times  
to paralyse the Evil One.

With candles and with lanterns  
throwing giant scorpion shadows  
on the mud-baked walls  
they searched for him: he was not found.  
They clicked their tongues.

With every movement that the scorpion made his poison moved in Mother's blood, they  
said.

May he sit still, they said  
May the sins of your previous birth  
be burned away tonight, they said.  
May your suffering decrease  
the misfortunes of your next birth, they said.  
May the sum of all evil  
balanced in this unreal world

against the sum of good  
become diminished by your pain.  
May the poison purify your flesh

of desire, and your spirit of ambition,  
they said, and they sat around  
on the floor with my mother in the centre,

the peace of understanding on each face.  
More candles, more lanterns, more neighbours,  
more insects, and the endless rain.  
My mother twisted through and through,  
groaning on a mat.  
My father, sceptic, rationalist,  
trying every curse and blessing,  
powder, mixture, herb and hybrid.  
He even poured a little paraffin  
upon the bitten toe and put a match to it.  
I watched the flame feeding on my mother.  
I watched the holy man perform his rites to tame the poison with an incantation.  
After twenty hours  
it lost its sting.

My mother only said  
Thank God the scorpion picked on me  
And spared my children.

**About the Author:** Born in Mumbai (Bombay), Nissim Ezekiel has been described as ‘the father of post-independence Indian poetry in English’. His heritage is Indian Jewish. He received a BA in Literature from Wilson College, Bombay University in 1947 and studied philosophy at Birkbeck College, London. He held the post of Professor of English at Bombay University and edited journals, including ‘Poetry India’, ‘Quest’, ‘Imprint’ and the Indian ‘P.E.N’. He was also a playwright, actor, broadcaster and social commentator. Ezekiel was visiting Professor at Leeds University (1964). He contributed to several conferences and lecture tours. He translated Marathi poetry and mentored other poets, including Don Moraes.

His poetry collections include *A Time to Change* (1952), *Sixty Poems* (1953), *The Third* (1959), *The Unfinished Man* (1960) and *The Exact Name* (1965). Ezekiel’s writing is thought to have been influenced by TS Eliot, WB Yeats, Ezra Pound and Rainer Maria Rilke as well as, more generally, England’s post-war movement. His poetry ranges between tight, metrical structure and free verse. His voice has been described as distinct and ironic.

“The Night of the Scorpion” is one of his famous poems which has a taste of Indianness. Some of his other well-known poems are “Goodbye Party For Miss Pushpa T.S.”, “In India”, “Poet, Lover, Birdwatcher”, “The Railway Clerk” and “A Time to Change”.

He received the Sahitya Akademi cultural award in 1983 and the Padma-Shri, India’s highest civilian honour, in 1988.

**About the Poem:** Nissim Ezekiel's "Night of the Scorpion" is the poet's personal account of his memory of his childhood. It presents a rural Indian village and its people. It came from a religious background and Ezekiel wrote this poem trying to give the impression of anger, but also an underlying message of motherly love, along with a hint of culture and superstition.

The last lines of the poem carry the irony, that is, the poet's mother expresses her gratitude to God for saving her children. According to scholar Pona Mohanta, "The concern of the villagers and the poet's father seem rather superficial when pitted against the heartfelt feelings of his mother." It is a universal truth that a mother cannot tolerate the pain and suffering of her children. In the context of the poem, this is not exceptional because the poet's mother expresses her concern for her children just after the relief from the intense pain which conveys an underlying gesture of unconditional motherly love.

**Summary of the Poem:**

It starts in a house at night where it is raining and a scorpion, in order to take some shelter, comes to the house. This poem is about how the scorpion stung the poet's mother and the mother's love for her children.

The poem opens in a way that suggests reflection—the speaker remembers (and, is so, older now) the night his mother was stung by a scorpion, which bit the mother because of its predatory impulse, while hiding beneath a bag of rice to escape from the rain. The speaker specifically remembers this night due to this event namely, the mother getting bitten. The way in which the mother is bitten is also shown in "flash / of diabolic tail"; the speaker manages to suggest that the scorpion is demonic with its "diabolic" tail, and emphasizes its speed with the word flash. The scorpion then flees the scene and, thus, risks the rain again.

Many things were tried to help relieve the mother's pain but none worked. The speaker watches helplessly. The speaker's father who was a sceptic and rationalist, tried to save his wife by using powder, mixture, herbs, hybrid and even by pouring a little paraffin upon the bitten toe and put a match to it. This reflects in one of the village peasant's saying, "May the sins of your previous birth / be burned away tonight," which the father tries to do, not for burning her sins but to burn away the poison residing inside the mother, which reflects her sins being atoned for.

The speaker watches the vain holy man performing his deceptive incantations but he cannot do anything to stop it. The peasants, finally accepting the fate of the mother, try to put a positive spin on the situation by saying that even if the mother died, her next life (an Indian belief) would be less painful, as she is atoning for her future sins by enduring this pain. After twenty hours, the poison loses its sting. A sign of her prevailing love and affection for her children is shown when she thanks God that she was stung and not her children.



**Paragraph Questions:****1. What is the significance of the title “Night of the Scorpion”?**

**Ans:** The title of Nissim Ezekiel’s poem, “Night of the Scorpion,” is a deceptive one as it does not talk about the scorpion at all. The scorpion proves to be a tool that steered the events of the night when the poet’s mother was stung by a scorpion. Readers are presented with the actions of the superstitious villagers, the rational father, the pious man, and, last but not least, the mother. After recovering from the sting, the mother thanked God for sparing her children and picking on her. The title still remains suitable and relevant as the narrative poem is highly descriptive and dwells on details that exist because of the scorpion. The emotionally detached narrator appears to be no more than a reporter of the event and its repercussions. His lack of emotions not only brings out the irony but also helps readers understand how the scorpion is, in a way, central to the poem’s subject.

**2. Explain how “Night of the Scorpion” is a commentary on Indian culture.**

**Ans:** Nissim Ezekiel is well known for his representation of Indian culture and situation in his poetry. He makes keen observations that are both descriptive and ironic. His poem “Night of the Scorpion” is one such typical example. This poem is particularly laced with Indianness in its depiction of the events that unfold traditions and superstitious beliefs and the mindset of the characters.

The setting of the poem is an early 20<sup>th</sup> century Indian village. Rural people are often regarded for their direct involvement in agricultural activities. Thus, Ezekiel collectively mentions the villagers as “peasants” in his poem. This is significant as most of the Indians live in rural areas and in closely-knit communities. Furthermore, Indian culture is packed with feelings of unity and collective good. This is very well documented in the poem. All the villagers came to the rescue of the mother when she was in great pain.

Ezekiel also refers to two important aspects of Indian culture: faith and superstition. He also points out the popular beliefs revolving around “Karma,” which includes the concepts of previous life and the afterlife. Through this poem, Ezekiel not only comments on the positive aspects of Indian culture but also satirizes its peculiarities.

**3. What is the poem “Night of the Scorpion” about?**

**Ans:** “Night of the scorpion” revolves around the clash between two opposites. This poem brings forth a divide between the emerging urban rationalism and rural traditionalism. The movement toward modernity was one of the popular motifs in the post-independence era. Ezekiel also puts forth the contrast between western and oriental beliefs. These dialectical ideas are illustrated through the actions of the villagers (also, the holy man) and that of the rational father. Both parties tried to cure the mother through their own sets of beliefs and methods, but in the end, it was only



with time that the sting healed. So, in any sort of binaries ever created by humans, nature and time remain the superior forces. Interestingly, the qualities of mother nature are fused into the character of the mother, who only desired her children's welfare'

**4. “Night of the Scorpion” is a poem that talks of idealized motherhood. Comment.**

**Ans:** The ‘Indian mother’ holds a high and prominent position in Indian culture. In “Night of the Scorpion,” the mother somehow felt relieved knowing that her children were safe. It seems as if she was unbothered by her own sufferings so long as her children were unharmed. These virtues of selflessness and devotedness are associated with mothers. Motherhood is not looked at like a human idea but something that is divine. Even though readers are overwhelmed by the amount of love the mother had for her children, it is almost as if it was an expected end. In this way, Ezekiel idealizes motherhood in his poem.

**5. Describe the father in the poem “Night of the Scorpion”.**

**Ans:** The character of the father is introduced near the end of the poem “Night of the Scorpion.” That rainy night when the mother was stung by a scorpion, the villagers first reached out to help. Then the father implemented his remedies (both traditional and scientific) to heal his wife. The speaker describes him as a “sceptic” and “rationalist.” He is someone who has been influenced by western philosophy, which is characterized by the appeal to logic and reason, rather than to superstition often associated with the orient.

He made use of all the methods known to him: “every curse and blessing” along with “power, mixture, herb and hybrid.” These methods may at first appear to be reasonable, but then he went on to burn the sting with the help of “paraffin” in hopes of relieving her of the pain. All his methods were of little or no avail. In a way, Ezekiel tries to highlight the superiority of reason and logic over superstitions through this character.

**6. What is the irony in the poem “Night of the Scorpion”?**

**Ans:** The use of irony is one of the characteristic features of Ezekiel's poetry. Ezekiel, being one of the pioneer modern Indian poets, uses irony in a vivid manner in “Night of the Scorpion.” The first irony that becomes prominent in the poem finds its basis in the faith and superstitious beliefs of the villagers. After the mother was stung by a scorpion, the villagers swarmed to help. The first thing they did was buzz the name of God. Then they made claims about how the painful sting would help the mother get rid of her sins from her previous life and make her next life more fortunate. They opined that the poison would purify her body. While they were busy making such claims, the mother battled with the sting. The scorpion's poison caused her enough pain to ignore their deeds or their piercing remarks.

The next irony surfaces when the skeptical and rational father is introduced. He tried both the traditional, as well as, the modern ways known to him to cure his wife. Ultimately, he also failed in relieving her of her pain. Therefore, the traditional and modern methods failed to heal what could only be healed with time. This enhances the irony of the piece.

Ironically, the mother remained silent throughout even though she was at the center of everybody's attention. Readers are only made aware of her situation through these two lines of this 48-line-long poem: "My mother twisted through and through/ groaning on a mat." Yet when she finally broke her silence, she only thanked God for sparing her children, even after suffering from such a deadly experience. In this way, Ezekiel brings out the devotedness of a mother to her children in an ironic way

**7. Is the poem "Night of the Scorpion" about faith or superstition?**

**Ans:** The poem "Night of the Scorpion" is about both. In this poem, Ezekiel depicts how the villagers reacted or acted upon their already existing belief system, which is predominantly Hindu. They tried every curse, blessing, or talk in order to relieve the mother of her misery. Similarly, they were superstitious enough to address the simple "scorpion," as an "Evil" or "diabolic" one.

**8. What is the concluding message and tone of the poem "Night of the Scorpion"?**

**Ans:** The concluding message of Ezekiel's poem is that a mother always looks out for her children's welfare even if she has been suffering herself. Another important message that Ezekiel tries to communicate through this poem is how traditional methods heighten the suffering of an individual in spite of decreasing it. Sympathy fails to comfort one, who is in a life-or-death situation.

The tone of "Night of the Scorpion" is objective, impersonal, and ironic. It is interesting to note that even though the narrator describes one of his childhood events revolving around his mother, he remains detached and objective throughout the narrative. He depicts the events as they actually occurred that night in a sarcastic and satirical tone.

Unit – IV: Skills  
**Expansion of Ideas**

**Expansion of an idea** or **Proverb Expansion** is a reasonable command over the structures and vocabulary of the English language. It is simple and straightforward. It is often described as the wisdom of many and the wit of one. Proverbs and maxims are some of the items that can be expanded.

**Classification of Proverbs:** Proverbs can be classified into different types on the basis of their meanings.

Type	Proverb	Examples
1	Proverbs of warning	1. As you sow, so you reap 2. Sow the wind and reap the whirlwind 3. Prevention is better than cure
2	Proverbs of advice	1. Slow and steady wins the race 2. Be slow to promise and quick to perform 3. Those who live in glass houses should not throw stones
3	Proverbs containing suggestions	1. A stitch in time saves nine 2. Where there is a will, there is a way 3. Waste not, want not
4	Proverbs containing general truth	1. To err is human, to forgive divine 2. Man proposes, God disposes 3. Necessity is the mother of invention
5	Proverbs containing natural phenomena	1. If winter comes, can spring be far behind 2. Make hay while the sun shines 3. The hand that rocks the cradle rules the world or nation

**Guidelines for Writing the Proverbs:** Expansion of an idea or proverb expansion is the elaborating it into a paragraph or a passage. Usually, a proverb should be expanded to 250-300 words. Expansion of an idea or expansion of a proverb involves the following steps.

- 1. Comprehension:** Read the given proverb carefully. Search for the keyword. For instance, take the proverb, 'Rome was not built in a day.' Here the noun 'Rome' is the name of a place. We know that Rome was a great city. So, what does Rome stand for? It stands for greatness. To bring such beauty to that city, it took a lot of time. Look at another proverb 'All that glitters is not gold.' In the sentence, 'gold' is a noun. It is the name of a thing. We also know that gold is a precious metal. So, what does gold stand for? It stands for precious. The proverb means 'anything that shines or glitters cannot be gold.'

2. **Illustrations:** Now that we have understood what the proverb stands for or what the proverb means, we should look for a suitable example to illustrate it. We can also look for examples from today's world. We could, for example, for the proverb 'Rome was not built in a day', talk about the effort put in by Barack Obama to achieve greatness, and that it took many years to build it, that it did not happen overnight. Now that you have understood what the proverb stands for or what the proverb means, we should look for a suitable example to illustrate it.
3. **Sum Up:** Use summing up words or phrases to indicate that you have finished the expansion and intend to sum it up. You could use 'Thus' or 'In fine' or 'So' or 'The proverb advises that'. Let the reader know that you are signing off.
4. **Fair copy:** Write the finished version, paying careful attention to style, grammar, and punctuation.

### A few Proverbs:

#### 1. A Stitch in Time Saves Nine

**Meaning:** The proverb 'A stitch in time saves nine' means 'timely action in any matter saves him from a lot of troubles, loss, and waste.' In other words, it is better to act sooner rather than later. Taking action to deal with a potential problem as soon as possible prevents larger problems from cropping up later. For instance, a person should do his duties at the proper time. He may suffer if he is lazy and leaves his work for tomorrow.

**Expansion:** When a small hole appears in a piece of cloth, it can be easily repaired with a single stitch. But if it is ignored or if it is not sewed in time, the small hole may widen more and more, and many stitches will be required to mend the cloth. A neglect of this simple duty, at the start, will turn the cloth into useless scrap. Similarly, in every walk of life things must be set right in the very beginning in order to avoid much future trouble and expenditure. Sometimes, if the evil is not put down in the very beginning, it may become unmanageable and may not be remedied at all. Hence, we may say that the proverb "A Stitch in Time Saves Nine" has much truth and wisdom in it. Man has many duties to perform and his life on earth is short. In the brief span of his life, he has not a minute to waste. He must therefore take time by the forelock. Once it has passed, it can never be recalled. Whatever a man has to do, he must do it immediately.

In this manner, this proverb warns us against neglecting small faults or imperfections which may lead to big troubles. Time waits for no one, so we should never put off till tomorrow something which can be done today. Opportunity knocks on our door but once and if we fail to open the door in time we will lose out on success.

#### 2. God helps those who help themselves

**Meaning:** The proverb means "don't just wait for good things to happen to you. Work hard to achieve your goals."

**Expansion:** God only helps us after we have made efforts of our own. In other words, people have faith in God's power. Some of us hope for miracles and call upon God to

let them happen. But we have to put ourselves in much hard work. Such people are richly rewarded. There are examples to prove this. Hellen Keller is a well-known person today. She is the lady who overcame her triple handicap – blindness, deafness, and dumbness – to be a beacon light to others. She worked hard at mastering the art of braille and took great pains to be normal. People did not even realize that she was deaf. Her efforts combined with God's grace made it possible for her to achieve all this. As students, we offer extra prayers to God to help us pass. Instead, we must do a lot of hard work and leave the result to God. Then it will ensure great success in life.

### **3. All that Glitters is not Gold (Or) Appearances are Deceptive**

Gold is a precious metal. It shines and glitters. Some base metals may have greater shine. But they should not be taken for gold. Appearances are often deceptive. Rogues might look attractive but cannot outdo real gentlemen in their speech and behaviour. All people who wear saffron clothes cannot be true saints. A foolish can never be wise though he pretends to be wise. One should be cautious in understanding their true nature. We should not be deceived by the outward glitter. We should judge the attitude of a person by observing but not by seeing the outer appearance.

### **4. Health is Wealth**

Health is real wealth. Good health is the most important part of our life. We can achieve and enjoy our life if we maintain good health. Unfortunately, it is the most neglected by many. Early to bed, early to rise, and early morning walk keeps a man healthy, wealthy, and wise. Cleanliness is essential for good health. Without cleanliness, it is very difficult to maintain proper health. Untimely eating habits, junk food, lack of physical exercise, undue tension etc. affect health. Once health is lost, it is difficult to regain. We should always remember the fact that if health is lost everything is lost.

### **5. Honesty is the Best Policy**

This is a very popular proverb. It means people must always be true to oneself and also to others in their life. Nowadays people are not so honest as they used to be. People believe that honest living makes life difficult in the modern age. Their honesty causes problems and hurts others badly. But they almost forgot the truth that, despite troubles, they ought to be honest. If we are honest, others trust us and give us respect. If we are honest, we can live a better and happy life. So, honesty is a very great virtue. It always triumphs. An honest man sets an example in society.

### **6. A Friend in Need is a Friend Indeed**

It is the oldest and well-known proverb. It states that friends who help in need are true friends. In our daily life, we come across many people and few become close to us. But we cannot be sure if they are true friends. It will be a great mistake if we consider them as true friends. The test of true friendship is in times of difficulties. If any friend helps us when we are in deep trouble, he may be called a true friend. On the other hand, if they disappear or find excuses, he is not a good friend. A true friend will have a concern about our welfare. He sacrifices everything for the sake of friendship. As the saying goes, 'prosperity makes friends and adversity try them'. Take for example the friendship of Antonio and Bassanio in the Shakespearean play *The Merchant of Venice*. Antonio helps Bassanio even at the cost of losing his life – a pound of flesh.

**7. A Rolling Stone gathers No Mass**

It is an old proverb. It means people who always move from one place to another will not gain anything. It is not good to keep on changing either residence or workplace. Such a habit causes a lot of insecurity and instability. If a man stays in one place for a long time, he gets familiarity. For example, a person who sticks to one profession succeeds in achieving name and efficiency. Such a person works with enthusiasm and determination. In course of time, he gains experience and becomes a master. His single-minded devotion gives him scope to achieve honour and distinction. Shifting professions makes everyone a Jack of all trades and master of none. Hence, it is better to stay in one place and reap the benefits.

**8. Rome was not built in a Day**

This is an ancient proverb. Romulus and Remus built the ancient city of Rome. It took many years to construct that magnificent city. Huge amounts of energy, resources and expenditure and time were involved in erecting the city that became the envy of the world. Similarly, any great task in life does not happen in an overnight. It requires time and effort. It grows out slowly after years and sometimes even after centuries of careful and painstakingly patient work. For example, a student who desires to top the class has to devote most of his time to studying hard. He has to put in time and effort. He has to plan his schedule properly from day one. Students who study in the nick of time end up getting bad scores. Nothing can be achieved in a single day. There is nothing called instant success. Therefore, one should be patient throughout his journey to reach his goal.

**9. Slow and Steady Wins the Race**

This proverb is taken from a well-known fable of the hare and the tortoise. While the hare, overconfident of success, took things too easy. But the slow-moving tortoise remained steadily on and managed to win the race. We should not be discouraged by the size of the task we have to do. If we, do it little by little and steadily, we can achieve success. Patience and perseverance are two noble virtues. A person cannot achieve success without these two virtues. The classical example for the proverb is the story of the hare and tortoise. The tortoise, a slow walker, challenges a hare, a swift runner. The hare, in pride, wastes its time. But the tortoise slowly and steadily walks to the goal and wins the race.

**10. Sweet are the Uses of Adversity**

This famous maxim is from Shakespeare's *As You Like It*. Every man faces difficulties in life. Difficulties bring the best in man. During difficulties, he realizes what he has missed or committed earlier. He learns the value of life. For example, a student who gives up simple pleasures to focus on his studies comes out in flying colours. The little joys he has sacrificed fetch him abundant happiness.

Adversity trains us to appreciate the lessons of life. It brings out the innate qualities of one's personality, of which one is ignorant. If one looks at the brighter side it actually serves to strengthen character and willpower. It brings to the fore the dormant wisdom of man.



### 11. Time and Tide Wait for No Man

Time and tide wait for none is a famous proverb. It illustrates the value and importance of time. It realizes us that nothing is more precious than time. Time and tide never wait for anyone. We cannot stop the tide to occur in the sea. It occurs whenever it has to come. In the same way, we cannot stop or store the time for further use. It runs continuously without any stoppage. It runs on its own axis without waiting for the orders of anyone.

Everyone, who has taken birth, has to die a day. Everything will decay as time passes. Idle people always waste their time and postpone things to do in future. People, who do not perform their duties on time, destroy their own lives as well as the development of the nation. He, who keeps pace with time, can achieve his goal. Otherwise, he lags behind others. One has to utilize time to progress in life. Those who neglect time will be neglected by time.

#### Few Proverbs with their meanings:

S. No.	Proverb	Meaning
1.	The pen is mightier than the sword	Trying to convince people with ideas and words is more effective than trying to force people to do what you want.
2.	When in Rome, do as the Romans	Act the way that the people around you are acting. This phrase might come in handy when you are travelling, abroad notice that people do things differently than you are used to.
3.	Fortune favours the brave	People who bravely go after what they want are more successful than people who try to live safely.
4.	People who live in glass houses shouldn't throw stones	Don't criticize other people if you are not perfect yourself.
5.	Hope for the best, but prepare for the worst	Bad things might happen, so be prepared
6.	Better late than never	It is best to do something on time. But if you can't do it on time, do it late.
7.	Birds of a feather flock together	People like to spend time with others who are similar to them
8.	Keep your friends close and your enemies closer	If you have an enemy, pretend to be friends with them instead of openly fighting with them. That way you can watch them carefully and figure out what they are planning.
9.	A picture is worth a thousand words	Pictures convey emotions and messages better than written or spoken explanations.
10.	Actions speak louder than words	Just saying that you'll do something doesn't mean much. Actually, doing it is harder and more meaningful.



11.	The early bird catches the worm	You should wake up and start work early if you want to succeed.
12.	Practice makes perfect	You have to practice a skill a lot to become good at it.
13.	Too many cooks spoil the broth	When there are too many people trying to lead and give their opinions, it is confusing and leads to bad results.
14.	Don't bite the hand that feeds you	If someone is paying you or helping you out, you have to be careful not to make them angry or say bad things about them.
15.	Necessity is the mother of invention	When you are really in need, you think of creative solutions to your problems.
16.	A penny saved is a penny earned	Save your money. Saving money is just like making money.
17.	You can't judge a book by its cover	Things sometimes look different than they really are. A restaurant that looks old and small might have amazing food, for example.
18.	Good things come to those who wait	Be patient. Eventually, something good will happen to you.
19.	If you want something done right, you have to do it yourself	Don't trust other people to do important things for you. You have to do things yourself to control the quality of the results.
20.	You can lead a horse to water, but you can't make him drink	If you try to help someone, but they don't take your advice or offers, give up. You can't force someone to accept your help.

**Activities for the Students (Expand them by using the example given below):**

**1. A journey of a thousand miles begins with a single step**

**Meaning:** Even the longest and the most difficult ventures begin by taking the first step.

**Example:** These days, maintaining a proper physique is almost impossible, but to keep physically strong one must start their journey. Then it will automatically be fulfilled.

**2. Time is money**

**Meaning:** Don't waste your time, and don't waste others time as well.

**Example:** Time management plays a crucial role in one's success. It teaches the value of life. People remember the value of time only when they lose something. If one wants to know the value of one year, ask a student who failed, to know the value of one minute, ask the person who missed the train, to know the value of one million-second, ask the person who lost a gold medal in Olympic.

Unit – IV: Skills  
**Notices, Agendas, and Minutes**

**Notice:**

A notice is written or printed news usually displayed publicly. It can also be defined as a format designed to convey the same information to a large number of people or a group of employees working in a company. It is a part of business communication.

A notice is used to inform, advertise, instruct, and warn. It is displayed in public places so that it can be visible to the public or to the employees of that company. Sometimes, it is circulated to all the members and others who are supposed to attend the meeting.

**Qualities of a Good Notice:**

- ♣ It should be reader-friendly, understandable, appropriate, and polite.
- ♣ The information should be written/typed on paper that is large enough for the message but not too large for the notice board.
- ♣ The information has to be typed in a manner that it could be visible to read easily even standing at a convenient distance.
- ♣ All the points that are to be discussed in the meeting should be separated using numbers for a better understanding of the readers.
- ♣ It ought to be written in an appropriate layout.

**An effective notice should satisfy these conditions:**

- a) It should have the Name of the Organization.
- b) It must mention the Venue of the meeting and directions to reach, if the venue is new to many.
- c) It ought to mention the Date and the Time of the meeting.
- d) It should state the Type of meeting (E.g.: General Body, Review, Annual, etc.)
- e) It might mention the Purpose of the meeting, and if possible, the Agenda.
- f) It should be under proper authority along with the Signature of the person who is organizing that meeting.
- g) It must carry the date of circulation
- h) It should be circulated to the participants well in advance, preferably 24 hours.
- i) It should reach all the persons present at the meeting.

**Sample Notice – 1:****K.H. Government Degree College, Dharmavaram****Notice of the Annual Meeting**

Dated: 19-02-2021

To

All the Staff Members

This is to inform all the Staff Members that the Annual General Meeting is going to be conducted on 21<sup>st</sup> February, 2021 at 3:00 pm in Principal's Chamber. The purpose of the meeting is to look into the Admissions and the Teaching-Learning Process for the new academic year 2021-22. The Agenda of the meeting will be circulated or posted to you either by this evening or by tomorrow, i.e., 20<sup>th</sup> February, 2021.



Principal/Chairman

**Sample Notice – 2:****Jeevan Digital Solutions****Notice of the Meeting**

Dated: 31-03-2021

To

All the Employees

Notice is hereby given to all the employees that the 3<sup>rd</sup> General Body Meeting will be held on 03-04-2021 at 5:00 pm in Chairman's chamber. The purpose of organizing this meeting is to discuss the strategies that would further promote our sales during this financial year, i.e., 2021-22. The Agenda, if there is any, will be sent to you within a day.



Chairman

**Agenda:**

An Agenda is the list of items to be discussed in a formal meeting. It usually includes one or more specific items of business to be acted upon during the meeting. It is sometimes called 'a docket,' 'schedule,' and 'a meeting calendar.' It is usually sent along with the notice of the meeting.

The objectives of an Agenda include a) to familiarize participants with the topics to be discussed and issues to be raised, b) to indicate what prior knowledge would be expected from the participants, and c) to indicate what outcome the participants may expect from the meeting.

The items of the Agenda are arranged in increasing order of importance and each item bears a number. If the subject matter of the meeting is secret, the agenda may not be circulated. However, almost every Agenda has confirmation of the minutes of the previous meeting as the first item and any other matter with the permission of the Chairman as the last item. If there is any matter left over, from the preceding meeting for enquiry and report it usually appears as the second item of the Agenda.

**Importance of an Agenda:**


1. As it is circulated in advance, the members of the committee or meeting can take preparation to discuss the topics accurately.
2. It helps to take prompt decisions.
3. Since it has a set of order, it helps the chairperson to conduct the meeting smoothly.
4. It can ensure covering all the topics that will be discussed in a meeting.
5. It helps the Chairman to control the unnecessary talking in the meeting.
6. It helps to write the minutes and resolution of the meeting.
7. As it is served earlier, the members of the meeting can make up their mind what to speak on a particular issue.
8. The members of the meeting can exchange their thought and ideas informally before holding the meeting.
9. It provides a focus for the meeting.

**Features of an Agenda:**


1. Generally, the agenda is sent along with the notice of the meeting.
2. It is written in a brief but explicit manner.
3. The topics/issues are determined by the Secretary in consultation with the higher authority or the Convener of the meeting.
4. It is arranged according to the importance of the end.
5. It is written at the end but before or after the signature of the Convener of the meeting.
6. Controversial topics should be written at the end.

7. It should provide the objective(s) of the meeting, issues to be discussed and resolved, venue, date, and time of the meeting.

**Specimen of Agenda – 1:**

<p style="text-align: center;"><b>K.H. Government Degree College, Dharmavaram</b></p> <p style="text-align: center;"><b><u>Tentative Agenda</u></b></p> <p style="text-align: right;">Dated: 19-06-2021</p> <p>To: All the Staff Members</p> <p>The following is the tentative Agenda for the Annual General Meeting scheduled on 21<sup>st</sup> February, 2021, i.e., tomorrow, at 3:00 pm in Principal's Chamber.</p> <ol style="list-style-type: none"><li>1. Action Plan of Admissions Campaign for the Academic Year 2021-22</li><li>2. Constitution of Admissions Committee for 2021-22</li><li>3. Identifying different modes to Campaign</li><li>4. Strategies to improve Students Admissions Strength</li><li>5. Delivery of Instruction during the academic year</li><li>6. Any other issue taking approval from the Chairman of the meeting.</li></ol> <p>All are requested to attend the meeting without fail.</p> <p style="text-align: right;"> Principal/Chairman</p> <p><b>Note:</b> If any staff member has difficulty to attend, please contact the IQAC Coordinator on 9441388434.</p>
---

**Specimen of Agenda – 2:**

<p style="text-align: center;"><b>Jeevan Digital Solutions</b></p> <p style="text-align: center;"><b><u>Agenda</u></b></p> <p style="text-align: right;">Dated: 31-03-2021</p> <p>To: All the Employees</p> <p>In continuation of the Notice circulated regarding General Body Meeting on 3<sup>rd</sup> April, 2021, I would like to inform you that there will be a discussion on the following:</p> <ol style="list-style-type: none"><li>1. Action Plan of the coming financial year</li><li>2. Advertising new digital gadgets</li><li>3. Ways to promote sales of the company</li><li>4. Any other issue raised by the Members/Employees</li></ol> <p style="text-align: right;"> Chairman</p>
---

**Minutes:**

Minutes, also known as protocols or official notes, are the instant written record of a meeting. They have an official status and are useful in law. They typically describe the events of the meeting including a list of attendees, issues considered by the participants, and responses, recommendations, and decisions on the issues. They are final once they are approved by all the members in the meeting.

Minutes may be created during the meeting by a typist or court reporter, who may use shorthand notation and then prepare the minutes and issue them to the participants afterwards. Alternatively, the meeting can be audio recorded, video recorded, or groups appointed or informally assigned secretary may take notes, with minutes prepared later. Many government agencies use minutes recording software to record and prepare all minutes in real-time.

**Reasons for Recording the Meetings:** The main reasons for keeping minutes are:

1. To provide a permanent record for future reference.
2. To provide formal evidence of expenditure and actions authorized.
3. To provide a record of policy decisions made.
4. To provide a starting point for action to be taken in the future.
5. To inform members not present.
6. To assist the funding of future meetings.

Minutes should be written up as soon as possible after the meeting. This helps prevent ‘memory loss.’ The minutes should be posted or delivered to committee members promptly after the meeting, in order to:

1. Help and encourage people to complete jobs they agreed to do.
2. Keep members who were not there up-to-date.
3. Save time reading them out at the next meeting.
4. Help with setting the agenda for the next meeting.

**Sample Minutes of the Meeting – 1:**

<b>K.H. Government Degree College, Dharmavaram</b>	
<u>Minutes of the Meeting</u>	
<b>Date and Time</b>	: 21 <sup>st</sup> February, 2021, at 3:00 pm
<b>Place</b>	: Principal’s Chamber
<b>Members Present</b>	: Dr. B.R. Prasad Reddy, Principal Dr. P. Chand Basha, Vice Principal Dr. Talanki Jeevan Kumar, IQAC Coordinator Smt. G. Sailaja, Lecturer in English

	<p>Sri T. S. Narayana, Lecturer in Telugu  Sri T. Anjineyulu, Lecturer in History  Sri T. Amarnath, Lecturer in Economics  Sri T. Rakesh Naidu, Lecturer in Political Science  Sri A. Akash Nanda, Lecturer in Commerce</p>
<b>Members Absent</b>	: Sri A. Visveswar Reddy, Lecturer in Commerce
<b>Resolution Taken</b>	:
<b>3:10 pm</b>	<p>: Action Plan of Admissions Campaign 2021-22</p> <p>All the faculty members have expressed their consent to work according to the action plan designed by the College.</p>
<b>3:21 pm</b>	<p>: Constitution of Admissions' Committee</p> <p>Four Teams are formed consisting of two members in each. It is resolved that the teams would go round the town every day and promote the name of the College.</p>
<b>3:41 pm</b>	<p>: Identifying different modes to Campaign</p> <p>The members have unanimously resolved to give a press note, to advertise on Radio and Television, to make videos on the academic and infrastructure resources available in the College and post them on YouTube so that the aspirants watch them and join the college.</p>
<b>4:01 pm</b>	<p>: Strategies to improve Students Admissions Strength</p> <p>It is resolved to visit the Sachivalayams in the town and collect the data of Intermediate students and personally call each of the students and speak about the college. Further, it is also resolved to create a WhatsApp to post the videos made on the college.</p>
<b>4:21 pm</b>	<p>: Delivery of Instruction</p> <p>Keeping the technological advances in teaching, it is resolved to make effective use of virtual and digital classrooms, laboratories, and other digital tools for a better teaching-learning process.</p>
<b>4:41 pm</b>	<p>: Any other issue</p> <p>The Members have unanimously agreed to evaluate the students creating Weekly Online Tests, Quizzes, etc., so that they can assess their learning and change the teaching methodologies, if necessary.</p>
<b>4:51 pm</b>	<p>: The meeting ended with a Vote of thanks to the Chairman and other Members who attended the meeting and for making the recommendations on the issues discussed.</p>

**Signatures of All the Members**



**Sample Minutes of the Meeting – 2:****Jeevan Digital Solutions****Minutes of the 3<sup>rd</sup> General Body Meeting**Meeting No.: **03**Date and Time: **3<sup>rd</sup> April, 2021, 5:00 pm**

Minutes of the 3<sup>rd</sup> General Body Meeting held at 5:00 pm on Saturday 3<sup>rd</sup> April, 2021 in the Chairman's Chamber. During the meeting the following Members were present. They discussed the items of the Agenda and made certain resolutions to resolve them.

**Members Present:** 1. Talanki Jeevan Kumar, Chairman  
 2. Penjuri Satyanarayana  
 3. Pesala Balaji Naidu  
 4. Roddam Raja Reddy  
 5. All other Employees of the Company

**Members Absent:** None

<b>Time</b>	<b>Item discussed and resolved</b>
5:00 pm	Chairman welcomed each and every Member of the Company
5:10 pm	Action Plan of the coming Financial Year  All the faculty members have expressed their consent to work according to the action plan designed by the Chairman.
5:21 pm	Advertising New Digital Gadgets  The Advertising Team of the company have presented different plans to launch the newly designed gadgets in multiple ways. The Chairman and other employees have unanimously agreed and given consent to them.
5:46 pm	Ways to promote sales of the company  It is resolved to utilize both the media (print and electronic) extensively in sending the features of the new gadgets so that they can decide to buy them. The Sales Team said that they would design an advertisement that would certainly promote the sales of the company.
6:01 pm	Other issues  Few employees suggested opening stalls at important places so that the public know about their products. The Chairman has expressed his consent after receiving the responses from all the employees.
6:21 pm	The meeting ended with a Vote of thanks to the Chairman and to all the employees for attending and being a part of promoting the company.

**Signature of the Chairman:**

**Signature of all other employees:**

Unit – V: Prose  
R.K. Narayan's "**An Astrologer's Day**"

**Text:**

Punctually at midday he opened his bag and spread out his professional equipment, which consisted of a dozen cowrie shells, a square piece of cloth with obscure mystic charts on it, a notebook, and a bundle of palmyra writing. His forehead was resplendent with sacred ash and vermilion, and his eyes sparkled with a sharp abnormal gleam which was really an outcome of a continual searching look for customers, but which his simple clients took to be a prophetic light and felt comforted. The power of his eyes was considerably enhanced by their position – placed as they were between the painted forehead and the dark whiskers which streamed down his cheeks: even a half-wit's eyes would sparkle in such a setting. To crown the effect, he wound a saffron-coloured turban around his head. This colour scheme never failed. People were attracted to him as bees are attracted to cosmos or dahlia stalks. He sat under the boughs of a spreading tamarind tree which flanked a path running through the Town Hall Park. It was a remarkable place in many ways: a surging crowd was always moving up and down this narrow road morning till night\* A variety of trades and occupations was represented all along its way: medicine sellers, sellers of stolen hardware and junk, magicians, and, above all, an auctioneer of cheap doth, who created enough din all day to attract the whole town. Next to him in vociferousness came a vendor of fried groundnut, who gave his ware a fancy name each day, calling it "Bombay Ice-Cream" one day, and on the next "Delhi Almond," and on the third "Raja's Delicacy," and so on and so forth, and people flocked to him. A considerable portion of this crowd dallied before the astrologer too. The astrologer transacted his business by the light of a flare which crackled and smoked up above the groundnut heap nearby. Half the enchantment of the place was due to the fact that it did not have the benefit of municipal lighting. The place was lit up by shop lights. One or two had hissing gaslights, some had naked flares stuck on poles, some were lit up by old cycle lamps, and one or two, like the astrologer's, managed without lights of their own. It was a bewildering criss-cross of light rays and moving shadows. This suited the astrologer very well, for the simple reason that he had not in the least intended to be an astrologer when he began life; and he knew no more of what was going to happen to others than he knew what was going to happen to himself next minute. He was as much a stranger to the stars as were his innocent customers. Yet he said things which pleased and astonished everyone: that was more a matter of study, practice, and shrewd guesswork. All the same, it was as much an honest man's labour as any other, and he deserved the wages he carried home at the end of a day.

He had left his village without any previous thought or plan. If he had continued there, he would have carried on the work of his forefathers namely, tilling the land, living, marrying, and ripening in his cornfield and ancestral home. But that was not to be. He had

to leave home without telling anyone, and he could not rest till he left it behind a couple of hundred miles. To a villager it is a great deal, as if an ocean flowed between.

He had a working analysis of mankind's troubles: marriage, money, and the tangles of human ties. Long practice had sharpened his perception. Within five minutes he understood what was wrong. He charged three pies per question, never opened his mouth till the other had spoken for at least ten minutes, which provided him enough stuff for a dozen answers and advices. When he told the person before him, gazing at his palm, "In many ways you are not getting the fullest results for your efforts," nine out of ten were disposed to agree with him. Or he questioned: "Is there any woman in your family, maybe even a distant relative, who is not well disposed towards you?" Or he gave an analysis of character: "Most of your troubles are due to your nature. How can you be otherwise with Saturn where he is? You have an impetuous nature and a rough exterior." This endeared him to their hearts immediately, for; even the mildest of us loves to think that he has a forbidding exterior.

The nuts vendor blew out his flare and rose to go home. This was a signal for the astrologer to bundle up too, since it left him in darkness except for a little shaft of green light which strayed in from somewhere and touched the ground before him. He picked up his cowrie shells and paraphernalia and was putting them back into his bag when the green shaft of light was blotted out; he looked up and saw a man standing before him. He sensed a possible client and said:

"You look so careworn. It will do you good to sit down for a while and chat with me." The other grumbled some reply vaguely. The astrologer pressed his invitation; whereupon the other thrust his palm under his nose, saying: "You call yourself an astrologer?" The astrologer felt challenged and said, tilting the other's palm towards the green shaft of light: "Yours is a nature . . ." "Oh, stop that," the other said. "Tell me something worthwhile. . ."

Our friend felt piqued. "I charge only three pies per question, and what you get ought to be good enough for your money. . . ." At this the other withdrew his arm, took out an anna, and flung it out to him, saying:

"I have some questions to ask. If I prove you are bluffing, you must return that anna to me with interest."

"If you find my answers satisfactory, will you give me five rupees?"

"No."

"Or will you give me eight annas?"

"All right, provided you give me twice as much if you are wrong," said the stranger. This pact was accepted after a little further argument. The astrologer sent up a prayer to heaven as the other lit a cheroot.

The astrologer caught a glimpse of his face by the matchlight. There was a pause as cars hooted on the road, jutka drivers swore at their horses, and the babble of the crowd agitated the semi-darkness of the park. The other sat down, sucking his cheroot, puffing out, sat there ruthlessly. The astrologer felt very uncomfortable. “Here, take your anna back. I am not used to such challenges. It is late for me today. . .” He made preparations to bundle up. The other held his wrist and said: “You can’t get out of it now. You dragged me in while I was passing.” The astrologer shivered in his grip; and his voice shook and became faint. “Leave me today. I will speak to you tomorrow.” The other thrust his palm in his face and said: “Challenge is challenge. Go on.” The astrologer proceeded with his throat drying up: “There is a woman . . .”

“Stop,” said the other. “I don’t want all that. Shall I succeed in my present search or not? Answer this and go. Otherwise, I will not let you go till you disgorge all your coins.” The astrologer muttered a few incantations and replied: “All right. I will speak. But will you give me a rupee if what I say is convincing? Otherwise, I will not open my mouth, and you may do what you like.” After a good deal of haggling the other agreed. The astrologer said: “You were left for dead. Am I right?”

“Ah, tell me more.”

“A knife has passed through you once?” said the astrologer.

“Good fellow! “He bared his chest to show the scar. “What else?”

“And then you were pushed into a well nearby in the field. You were left for dead.”

“I should have been dead if some passer-by had not chanced to peep into the well,” exclaimed the other, overwhelmed by enthusiasm. “When shall I get at him?” he asked, clenching his fist.

“In the next world,” answered the astrologer.” He died four months ago in a far-off town. You will never see any more of him.” The other groaned on hearing it. The astrologer proceeded:

“Guru Nayak”

“You know my name!” the other said, taken aback.

“As I know all other things. Guru Nayak, listen carefully to what I have to say. Your village is two day’s journey due north of this town. Take the next train and be gone. I see once again great danger to your life if you go from home.” He took out a pinch of sacred ash and held it to him. “Rub it on your forehead and go home. Never travel southward again, and you will live to be a hundred.”

“Why should I leave home again?” the other said reflectively. “ I was only going away now and then to look for him and to choke out his life if I met him.” He shook his head regretfully. “He has escaped my hands. I hope at least he died as he deserved.” “Yes,” said the astrologer.” He was crushed under a lorry.” The other looked gratified to hear it.

The place was deserted by the time the astrologer picked up his articles and put them into his bag. The green shaft was also gone, leaving the place in darkness and silence. The stranger had gone off into the night, after giving the astrologer a handful of coins.

It was nearly midnight when the astrologer reached home. His wife was waiting for him at the door and demanded an explanation. He flung the coins at her and said: “Count them. One man gave all that.”

“Twelve and a half annas,” she said, counting. She was overjoyed. “I can buy some jaggery and coconut tomorrow. The child has been asking for sweets for so many days now. I will prepare some nice stuff for her.” “The swine has cheated me! He promised me a rupee,” said the astrologer. She looked up at him.

“You look worried. What is wrong?” “Nothing.”

After dinner, sitting on the *pyol*, he told her: “Do you know a great load is gone from me today? I thought I had the blood of a man on my hands all these years. That was the reason why I ran away from home, settled here, and married you. He is alive.”

She gasped. “You tried to kill!”

“Yes, in our village, when I was a silly youngster. We drank, gambled, and quarrelled badly one day why think of it now? Time to sleep,” he said, yawning, and stretched himself on the *pyol*.

**About the Author:** Rasipuram Krishnaswami Iyer Narayanaswami (10<sup>th</sup> October 1906 – 13<sup>th</sup> May 2001), popularly known as R.K. Narayan, was considered as one of the significant writers among the Bio-trio. His works typically portray the peculiarities of human relationships and the ironies of Indians and society. He, like William Faulkner, built a fictional town ‘Malgudi’ and explored the vitality of day-to-day lives. His style is graceful, marked by genial humour, elegance, and simplicity. He is primarily remembered for his representative novels such as *Swami and Friends*, *The Guide*, and the collections of short stories like *Malgudi Days* and others. His short stories were compared with those of Guy de Maupassant, the master of the story form, because of his ability to compress a narrative. He won notable awards like *Padma Vibhushan* and *Sahitya Akademi*. Today, his stories are regularly assigned to students in schools around the world. He wants “a story to be entertaining, enjoyable, and illuminating in some way.”

**About the Story:** R.K. Narayan’s “An Astrologer’s Day” is the title story in his anthology *An Astrologer’s Day and Other Stories*. It exposes the fake astrologer besides highlighting the gullible and superstitious people who approach him. It deals with the darker side of human nature with its hypocrisies, shrewdness, revengeful nature, and selfishness. The characters in the story are no exception to these qualities of human nature. The astrologer suffers from a grave problem from his past life. But comes out with flying colours in his examination of befooling his opponent, saving his life.

**Summary:** R.K. Narayan's *An Astrologer's Day* is a suspense-thriller. It deals with a single day in the life of an ordinary astrologer who shrewdly tries to dupe people and escape from his guilt. The setting is in Malgudi, an imaginary town, located in Southern India.

The story opens at midday. It is the time when the astrologer opens his business. He is perfectly dressed and presents himself exactly like an astrologer to attract customers. He opens his bag and spreads out his professional equipment like a dozen of cowrie shells, a square piece of cloth with obscure mystic charts on it, a notebook, and a bundle of palmyra writing. He carries on his business under a tamarind tree on the Town Hall road, a place crowded with different trades and traders.

The astrologer is a shrewd person who doesn't have any knowledge of astrology. Yet he makes guesswork as he possesses the ability to analyse the human mind and psychology. His strong perceptions make him diagnose the exact problem of his customers. He successfully convinces the customers and finally leaves satisfied.

One day the astrologer closes his business early as a fried groundnut vendor blows out his light. He sees a stranger standing before him while packing his belongings. He perceives him to be his prospective customer. He invites him nearer. But the stranger poses a challenge before the astrologer and his astrological science. The challenge is that the stranger will ask some questions and the astrologer has to give answers satisfactorily. If the astrologer answers, the stranger will give eight annas. In case, if the astrologer fails, the astrologer has to give twice, i.e., sixteen annas. The astrologer accepts the pact. He starts praying to heaven but suddenly someone lit a cheroot. He sees a glimpse of the stranger's face by the matchlight. He recognizes him as his old friend. He feels uncomfortable and denies the deal. He says that he will speak to him tomorrow. But the stranger says that "challenge is a challenge" and will not allow him to go. He holds him in his grip thereby making the astrologer shiver. Finally, the astrologer realises that he is trapped and do not have any chance to escape. At last, he accepts the challenge shiveringly and unwillingly.

The astrologer begins to say something about a woman but the stranger stops him when he is not satisfied. The stranger poses a single question and promises that he will pay a rupee if that question is answered. The astrologer mutters a few incantations and replies that he will answer provided a rupee should be given to him. He prophecies and says that the stranger was left for dead, a knife passed on his chest, wounded, and pushed into a well to die but rescued by a passer-by from dying. He continues to say that the stranger searched for the culprit to take revenge. He even says that a single question that the stranger wants to ask is "when shall I get at him?" At last, the astrologer replies that the culprit died four months ago in a far-off town. Hearing this, the stranger is disappointed. The astrologer then reveals the name of the stranger as Guru Nayak. He warns him to return to his village immediately as his life is in danger so that he can get rid of his terrible burden. The stranger leaves for his village giving a handful of coins.



At home, the Astrologer wife is extremely happy receiving twelve and a half annas. But he is not happy as the stranger hasn't given him a rupee as promised. After dinner, he shares the secret of his life with his wife. He informs his wife that Guru Nayak and he hail from the same town. He confesses that both were good friends. But one day he drank, gambled, quarrelled, attacked Guru Nayak with a knife, and threw him into a well. Then he escaped from his village due to the fear of being accused as a murderer. The story ends with the astrologer yawning and stretching himself on the pyol. Thus, the story, with its unpredictable twists and turns, deals with the life of a vagabond-turned-astrologer.

### **Paragraph Questions:**

- 1. Sketch the character of the Astrologer in the story. (or) Describe how the astrologer's appearance attracts the customers. (or) Write a note on the author's description of the astrologer in the story.**

**Ans:** The short story "An Astrologer's Day" describes a single day in the life of the astrologer. He is a shrewd person who doesn't have any knowledge of astrology. Yet he makes a guesswork as he possesses the ability to analyse the human mind and psychology. His strong perceptions make him diagnose the exact problem of his customers. He successfully convinces the customers who finally leave satisfied.

He has escaped from his village after a rift with Guru Nayak. They were good friends and often involved in doing bad things. One day, he drank, gambled, quarrelled, attacked Guru Nayak with a knife, and threw him into a well. Fearing that he killed him, ran away from the village.

He looks like a perfect astrologer. He wears a saffron-coloured dress and a turban of the same colour on his head. He applies sacred ash and vermilion on the forehead. Through his eyes, he creates an impression among the customers that he has a prophetic light. Thus, he presents himself so perfectly and typically like a professional astrologer.

- 2. Explain how the astrologer smartly tackles customers and satisfies their needs? (or) Analyse how the astrologer resolves the issues of customers in the story. (or) How do you characterise the astrologer's attitude towards the stranger?**

**Ans:** R.K. Narayan's "An Astrologer's Day" deals with a single day in the life of an astrologer. He doesn't know any astrology but manages his job through guesswork. He always says the things that please the customers.

First, he allows the customers to speak for at least ten minutes. It gives him ample time to think and enough stuff to answer the questions raised by the customers. He looks at the palms of the customers and says, "you are getting the fullest result of your



efforts,” or “there is a woman in your family, who is not well-disposed towards you’ or ‘it is not your fault, but that of your starts.” When he says this, nine out of the ten clients agree as those problems are common in everybody’s life.

One day, he cleverly handles the pact made by a stranger. He knows that the stranger is from his own village. But he doesn’t reveal this. He prophecies and says that the stranger was left for dead, a knife passed on his chest, wounded, and pushed into a well to die but rescued by a passer-by from dying. He even says that a single question that the stranger wants to ask is “when shall I get at him?”. The astrologer replies that the culprit died four months ago in a far-off town. In fact, the person who confronted with the stranger is an astrologer himself. Thus, he suddenly confronts his past unexpectedly but smartly tackles the situation.

**3. How did the astrologer convince Guru Nayak and made him go back to his village? (or)**

**Ans:** The short story “An Astrologer’s Day” by R. K. Narayan deals with a single day in the life of an ordinary astrologer. His day begins like any other day but the day ends with unexpected events. When he is about to wind up his business, he meets a stranger by the name, Guru Nayak who is a part of the past life of the astrologer.

They were good friends once upon a time and had a quarrel one day. The astrologer tried to kill Guru Nayak by attacking him with a knife and when Guru Nayak fainted, he threw him into a nearby well. Fortunately, a passer-by saved Guru Nayak. The astrologer left his native village forever and became an astrologer.

The astrologer without revealing this to Guru Nayak convinces him. He says that the culprit whom Guru Nayak is searching died four months ago in a far-off town. He even warns him to return to his village immediately as his life is in danger. Guru Nayak immediately leaves for his village giving a handful of coins.

**4. What details does the astrologer give to the stranger about his past?**

**Ans:** The short story “An Astrologer’s Day” by R. K. Narayan deals with a single day in the life of an ordinary astrologer. His day begins like any other day but the day ends with unexpected events. When he is about to wind up his business, he meets a stranger by the name, Guru Nayak who is a part of the past life of the astrologer.

The astrologer gives the stranger various shocking past details of his life. He does this as he is able to see the stranger’s face in the matchlight. But the stranger could not recognize the astrologer’s face due to darkness and the makeup on the face of the astrologer. Taking this advantage, the astrologer narrates various incidents that happened in the stranger’s life. He says that the stranger’s name is Guru Nayak. A person attacked him with a knife on his chest and pushed him into a nearby well. A passer-by rescued and saved his life. The astrologer then tells him that he is in search of the culprit. But the culprit died four months ago. Thus, the astrologer excites the stranger narrating the incidents that happened in the past.

**5. “An Astrologer’s Day” is a suspense thriller. Elucidate?**

**Ans:** R.K. Narayan’s “An Astrologer’s Day” is a fine blend of suspense and surprise. The story begins with the description of the astrologer and his business. When the stranger appears during the evening time in front of the astrologer, the astrologer thinks of him as his prospective customer. But the stranger poses a challenge before the astrologer and his astrological science. The challenge is that the stranger will ask some questions and the astrologer has to give answers satisfactorily. After arguing for a long time, both come to a pact. The astrologer accurately mentions the incidents that happened in the stranger’s life.

The astrologer prophesies and says that the stranger was left for dead, a knife passed on his chest, wounded, and pushed into a well to die but rescued by a passer-by from dying. He even says that a single question that the stranger wants to ask is “when shall I get at him?”. The astrologer replies that the culprit died four months ago in a far-off town. In fact, the person who confronted with the stranger is an astrologer himself. Thus, one may say that the story is a suspense thriller.

Scan the QR Code to Watch a video on **An Astrologer’s Day**



Unit – V: Skills  
**Curriculum Vitae and Résumé**

(Résumé is pronounced /re-zju-mei/)  
**The right Résumé can open many doors**

- What do you keep ready before you apply for any job?
- Have you seen/prepared any Résumé in the past?
- Did you ever try to know what a Résumé / CV / Bio-data is? If yes, what is the difference?
- What are the details that are to be included in a Résumé?



A Résumé (or) Curriculum Vitae (CV) is the most important tool when applying for a job. It is a document containing objectives, educational qualifications, and personal data. It is useful for the employer to more about you and decide whether you are the right candidate to be interviewed. It doesn't matter how qualified you are, or how much experience you have – if your Résumé is poorly presented or badly written, you're going to have trouble in getting the job you want - or even in an interview. Therefore, a well-written, well-produced, appropriate Résumé (or) CV is vital for getting you to the interview stage for a job.

Résumé is mostly used in America while the term “curriculum vitae” is generally used in Great Britain. Résumé is a French word meaning *summary*. It is ideally a summary of one education, skills, and employment when applying for a new job. It is usually 1 or at the maximum 2 pages long. Curriculum Vitae is a Latin word meaning *course of life*. It is more detailed than a resume. It is generally 2 to 3 pages, or even longer as per the requirement. It indicates the candidate's professional experience. The term 'CV' is gradually going out of use.

**Tips for Preparing Résumé**

- Adapt your Résumé / CV so that it is appropriate for the job you are applying for (tailor-made to suit the job advertised)
- Keep your Résumé / CV short – not more than two pages if possible
- Present yourself positively and accurately
- Make your Résumé / CV attractive and easy to read
- Avoid difficult terms, confusing phrases, and complicated sentences
- Draft a covering letter along with Résumé
- It should be typed and printed
- Align and Format properly
- Do not use different font types

**Order of a Résumé:**

- Contact Details
- Opening Statement
- Educational Qualifications
- Experience / Employment history
- Skills
- Interests
- References

**Sample Curriculum Vitae (British Style)**

<b>Name</b>	:	Yogesh
<b>Address</b>	:	29, Omkar Street, Nalgonda
<b>Telephone</b>	:	08588 – 278767 <b>Mobile:</b> +91 – 9000001010
<b>E-mail</b>	:	yogesh@live.com
<b>Objective</b>	:	To work in such a place where there is a scope to improve the Skills for my bright future
<b>Profile</b>	:	An outgoing and articulating graduate with experience in teaching
<b>Educational Qualifications</b>		
2012-2014	-	MA in English
2009-2012	-	BA in Special English
2007-2009	-	MPC (Intermediate)
<b>Work Experience</b>		
2014-2016	-	Worked as Lecturer in English in Sri Venkateswara Degree College, Ananthapuramu
<b>Skills</b>		
➤		Fluent in English
➤		Fluent in Hindi
➤		Fluent in Telugu
<b>Interests</b>		
Reading Novels, Playing Cricket, and Regular Volunteer at a local homeless centre.		
<b>References</b>		
1. Dr. M. Sudha, Principal, Sri Krishnadevaraya University, Ananthapuramu.	2. Dr. Talanki Jeevan Kumar, Associate Professor of English, Sri Krishnadevaraya University, Ananthapuramu.	

## Sample Résumé (American Style)

<b>G. Pavani</b> <u>pavani@gmail.com</u>				
<b>Present Address</b>		<b>Permanent Address</b>		
# 12-156, 2 <sup>nd</sup> Main Road, Ram Nagar, Near Lakshmi Theatre, Ananthapuramu. (A.P.) Cell: +91-9966660021		# 1-148, Raja Street, Near Congregational Church, Kadapa. Cell: +91-8000158234		
<b>CAREER OBJECTIVE</b>				
Intend to build a career in a leading corporate hi-tech environment with committed and dedicated people to realize my potential. Willing to work as a key player in a challenging environment.				
<b>ACADEMIC PROFILE</b>				
<b>Course</b>	<b>Year</b>	<b>Institution</b>	<b>University</b>	<b>Percentage</b>
<b>B.Sc.</b>	2008	Akhilesh College of Nursing, Ananthapuramu	Sri Krishnadevaraya University, Ananthapuramu	86%
<b>Intermediate (MPC)</b>	2004	KSR Junior College for Girls, Ananthapuramu	Board of Intermediate Education, Hyderabad	90%
<b>SSC</b>	2002	ZPH School, Ankampalli.	Board of Secondary Education, Hyderabad	87%
<b>ACHIEVEMENTS</b>				
❖ The brilliant academic record having secured distinction both in SSC and Intermediate Exams. ❖ Meaningful participation in <b>Science Talent Search Examination</b> and also in Extra-curricular Activities both at the School and College Level				
<b>PERSONAL SKILLS</b>				
➤ Likeability, Positive attitude, Self-confidence. ➤ Ability to speak English, Hindi, Telugu, Kannada ➤ Ability to work anywhere ➤ Dedication, willingness to walk an extra mile to achieve excellence				
<b>References</b>				
1. Dr. M. Sudha, Principal, Sri Krishnadevaraya University, Ananthapuramu. Mobile: 8341 8341 48		2. Dr. Talanki Jeevan Kumar, Associate Professor of English, Government Degree College, Dharmavaram. Mobile: 94413 88434		

**Note:** The better way to prepare Résumé to take the assistance of Google Docs as you find well-designed templates which save time and make Résumé a decent one. Any person, without knowing Alignment and Formatting, can easily prepare an appealing Résumé. A Sample is given below:

## Dr Talanki Jeevan Kumar

A Teacher by Choice but not by Chance  
<http://drtjeevankumar.blogspot.com/>

# 6-1-841-1, Kovur Nagar,  
 Ananthapuramu - 515 004.  
 Andhra Pradesh, India.  
 +91 - 94413 88434 / 8341 8341 48  
[dr.tjeevan@gmail.com](mailto:dr.tjeevan@gmail.com)

### EXPERIENCE

**K.H. Govt. Degree College, Dharmavaram – Asst. Professor**

May 2017 - PRESENT

Additional Positions Hold: **IQAC Coordinator, JKC Coordinator**

**Govt. College (A), Ananthapuramu — Asst. Professor**

December 2011 - May 2017

Additional Positions Hold: **JKC Coordinator & Placement Officer**

**Balaji Colleges, Ananthapuramu — Asst. Professor**

July 2005 - December 2011

Additional Positions Hold: Head, Department of English

### EDUCATION

**Sri Krishnadevaraya University, Ananthapuramu — Ph.D.**

August 2008 - January 2011

Specialization: Modern British Drama

**Sri Krishnadevaraya University, Ananthapuramu — MA Eng**

July 2005 - April 2007

Achievements: University Topper

### PUBLICATIONS

Books — 03

Articles — 50

### SKILLS

Sound Knowledge on Computer

Good Powers of Expression

Certified Teacher Trainer

Shorthand and Typewriting in  
 English, Telugu, and Hindi.

### AWARDS

**Gold Medallist**

(for securing the highest  
 marks at PG Level)

**Kamamma Memorial Prize**

(for scoring the top marks at  
 PG Level)

**Best Student of the Year**

(for securing the highest  
 marks at UG Level)

### LANGUAGES

English, Hindi, and Telugu

**Activities:**

- Collect sample Résumés from the Internet or from any other source and go through the Résumés
- Observe carefully what points they have included in the Résumé and what they have avoided from the Résumé
- Prepare a Résumé of your own after going through all the collected Résumé

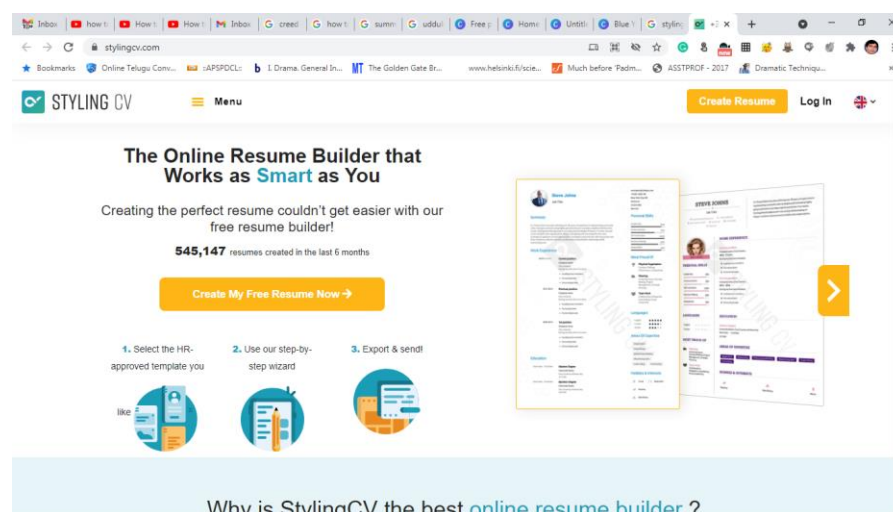
**Assignments:**

1. Imagine that you have completed your graduation and are applying for a job as a teacher. Prepare a Résumé along with a covering letter that is suitable for a teaching post.
2. Imagine that you have completed your graduation and are applying for a job as an Accountant. Prepare a Résumé along with a cover letter that is suitable for an Accountant Job.
3. Prepare a Curriculum Vitae using the details given below:  
You are Swaroop applying for the post of High School Teacher. Eligibility – B.Sc., B.Ed., Experience – 3 Years.
4. Prepare a Curriculum Vitae with the help of details furnished below:  
Apply for the post of a Receptionist in a Travel Agency. Eligibility – Any Degree with Computer Knowledge, Languages – Hindi, English, and Telugu.
5. Imagine that you have completed a degree in Dance. Prepare a Résumé along with a covering letter that is suitable for the job of a Dance Teacher in Natya Kala Mandir.

You can visit

**<https://stylingcv.com/>**

the Online Resume Builder that Works as Smart as You





Unit – V: Skills  
**Letters**

- How do you keep in touch with family and friends who are far away?
- Have you written any letters to others in the past? If yes, whom and how did you write?
- Have you received any letter from your friend or family member? If yes, how did s/he write?



Letter writing is the most commonly used mode of written communication. It is an art that attracted great people like Nehru, Keats, and Macaulay. It has many advantages. It has a personal touch and imprint of the personality of the writer. It fastens good relations. Like any other skill, it can be learnt through practice. It is of two types: a) Formal Letters and b) Informal Letters.

**Formal letters** are between individuals on official matters. They include Business Letters, Official Letters, Job Applications, Enquiries, Complaints, Letters to the Editor, etc. They are drafted in a prescribed format.

**Informal letters** are written to friends, parents, relatives, and acquaintances who know each other fairly well. They are friendly in nature. Such letters include congratulatory letters, complimentary letters, requests for favours, “thank you” letters, letters of encouragement, information letters, etc. They have their own pattern.

**Qualities of a Good Letter:**

- A suitable format (Formal or Informal)
- An appropriate salutation/greeting (Dear Sir/Madam or Dear Suman/Sumi)
- A well-organized body of the letter.
- Right tone (Polite and formal, language simple and clear, short sentences)
- A complimentary subscription (Yours sincerely/faithfully/friendly/lovingly)

	Place:
	Date:
From (Sender's Address)	
To (Receiver's Address)	
Salutation,	
Sub:-	
Body of the letter	- - -
Enclosures (if any)	Subscription

Nellore,  
14-04-2021.

**From**  
S. Suresh,  
Teacher in English,  
Kovur Street,  
Nellore.

**To**  
Principal,  
Vidya Engineering College,  
Nellore.

Sir,

Sub:- Application for the post of Lecturer of English – Reg.

- - -

In response to your advertisement in *Eenadu* of 10-04-2021, I would like to offer myself as a candidate for the post of Lecturer in English.

I pursued M.A. English Literature from Vikrama Simhapuri University and won Gold Medal. I have been working as Lecturer in English in a Private Degree College for the last six years and won acclaim as a good teacher. Besides teaching I have published two articles and attended ten national seminars.

Thus, with my qualifications, I feel I can offer my services to your educational institution.

Looking forward to hearing from you.

Yours faithfully,  
S. Suresh

**Encl:**  
Résumé

**Salutation in Formal Letters:**

To Whom	Salutation
For unknown people	Dear Sir/Madam, Sir/Madam,
For known people	Dear Ravi / Lakshmi,
For Editors	Sir/Madam,

**Salutation and Subscription in Formal Letters:**

If Salutation is	Then Subscription should be
Dear Sir/Madam, Sir/Madam,	Yours faithfully,
Dear Ravi, Dear Lakshmi,	Yours sincerely,

**Format/Layout of an Informal Letter**

<p>Place: Date:</p> <p>Salutation,</p> <p>Body of the letter</p> <p>Subscription</p>
--

**Sample Informal Letter**

<p>Kurnool, 14-04-2021.</p> <p>Dear Mahesh,</p> <p>I am fine here. Hope you too are doing well. I got a gold medal in my MA final exams. I felt extremely happy when I came to know about this. I am sure you too must be doing well in your studies. I will be coming to Hyderabad next week. Hope to meet you then.</p> <p>Convey my regards to your parents.</p> <p>Yours lovingly, S. Suresh.</p>
---

**Note:** The Americans

**Salutation in Informal Letters:**

To Whom	Salutation
Near relatives	Dear Mother/Dad/Uncle/Mahesh/Sunitha
Friends	Dear or My dear Hari/Sakshi
Acquaintances	Dear Mr. Raju/Mrs./Miss Rani

**Salutation and Subscription in Informal Letters:**

To Whom	Subscription
Near relatives	Yours affectionately, Yours lovingly
Friends	Yours sincerely, Yours truly, Yours ever
Acquaintances	Yours sincerely

**Activities**

- Write a letter to yourself or to your friend on any topic
- Collect sample official letters and go through how those letters are written
- Read “Letters to the Editors” of English newspapers and observe how they have written

**Complete the following informal letter:**

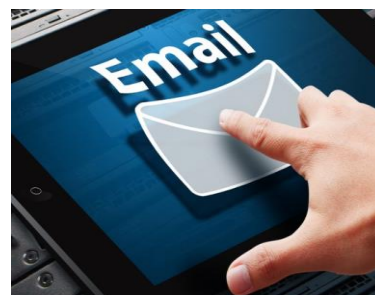
<div style="text-align: right; margin-bottom: 10px;"> <div style="border-bottom: 1px solid black; width: 150px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; width: 150px;"></div> </div> <p>Dear _____</p> <p>I am fine by the grace of God. _____. I got admission in _____ in _____. The teachers are _____ in the College. They are very _____. I made _____ with some of my classmates. They are _____. There is an _____ atmosphere in the college.</p> <p>Please give a _____ to my letter. Convey _____ to your parents. Hope to see you during _____ holidays.</p> <div style="text-align: right; margin-top: 20px;"> <div style="border-bottom: 1px solid black; width: 150px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; width: 150px;"></div> </div>
--

**Assignments:**

1. Write a letter to the Principal of your institution requesting to issue a study certificate to get a concessional travel pass.
2. Write a letter to the Editor of any newspaper about a road accident you witnessed while going to your college.
3. Write a letter asking the publishers to send an English textbook to your address.
4. Write an informal letter to your friend describing your college life since you got admission into the college.
5. Write a letter as a suitable candidate applying for the post of accountant in response to the newspaper advertisement.

Unit – V: Skills  
**e-Correspondence**

- What are the modes of sending communication quickly?
- Did you ever send any information by using digital communication? If yes, what is that mode?
- Have you sent/received any email from your friend, family member, or any organization? If yes, go through the layout, language and content used in it.



The process of sharing/exchanging information by two or more parties through digital communication tools is called E-correspondence. It is an advanced system of exchanging information. It is a substitute to earlier mailing system that involved writing, covering, stamping, dispatching to the concerned etc. It includes e-mails, text messages to mobile, voicemails, etc.

E-mail or email is the short form of electronic mail. It is a way of sending messages and data to other people through computers connected to a network. It reaches anyone and anywhere instantly (within seconds). But to send or receive an email one should have an email account. An E-mail account is an arrangement that somebody has with a company that allows them to use the Internet, send, and receive messages. Today millions of e-mails are exchanged every day – virtually every business relies on it and many people see it as their preferred method of communication.

**Tips for Writing E-mail**

- All e-mails (business or academic) should be polite depending on whom you are writing to and what you are asking them.
- E-mails between colleagues of a similar status can be informal and personal, but should still be polite and friendly.
- Writers must use simple and lucid sentences.
- Writers should not write incomplete sentences and exclamation marks.
- Tone may vary depending on how well the writer knows the reader.

**Etiquette of E-mail Writing (Netiquette):**

- Use a professional email address (usually with your own name)
- Double-check that you have selected the correct recipient's email.
- Always use a short, informative subject line.
- Your subject line must match the message.
- Use appropriate salutations.
- Keep it short and get to the point.
- Discuss only public problems and be careful with confidential information.
- Avoid using shortcuts to real words, emoticons, jargon, or slang.
- Mention attachments and say what they contain.
- Re-read your email before you send it to make sure it is understandable and not offensive.
- Proofread every message before you send it because your e-mail is a reflection of you.
- Don't leave the body of the email empty.
- Think twice before hitting 'reply all.'
- Acknowledge the email attachments you receive.
- Respond in a timely fashion.
- Realize the fact that people from different cultures speak and write differently.

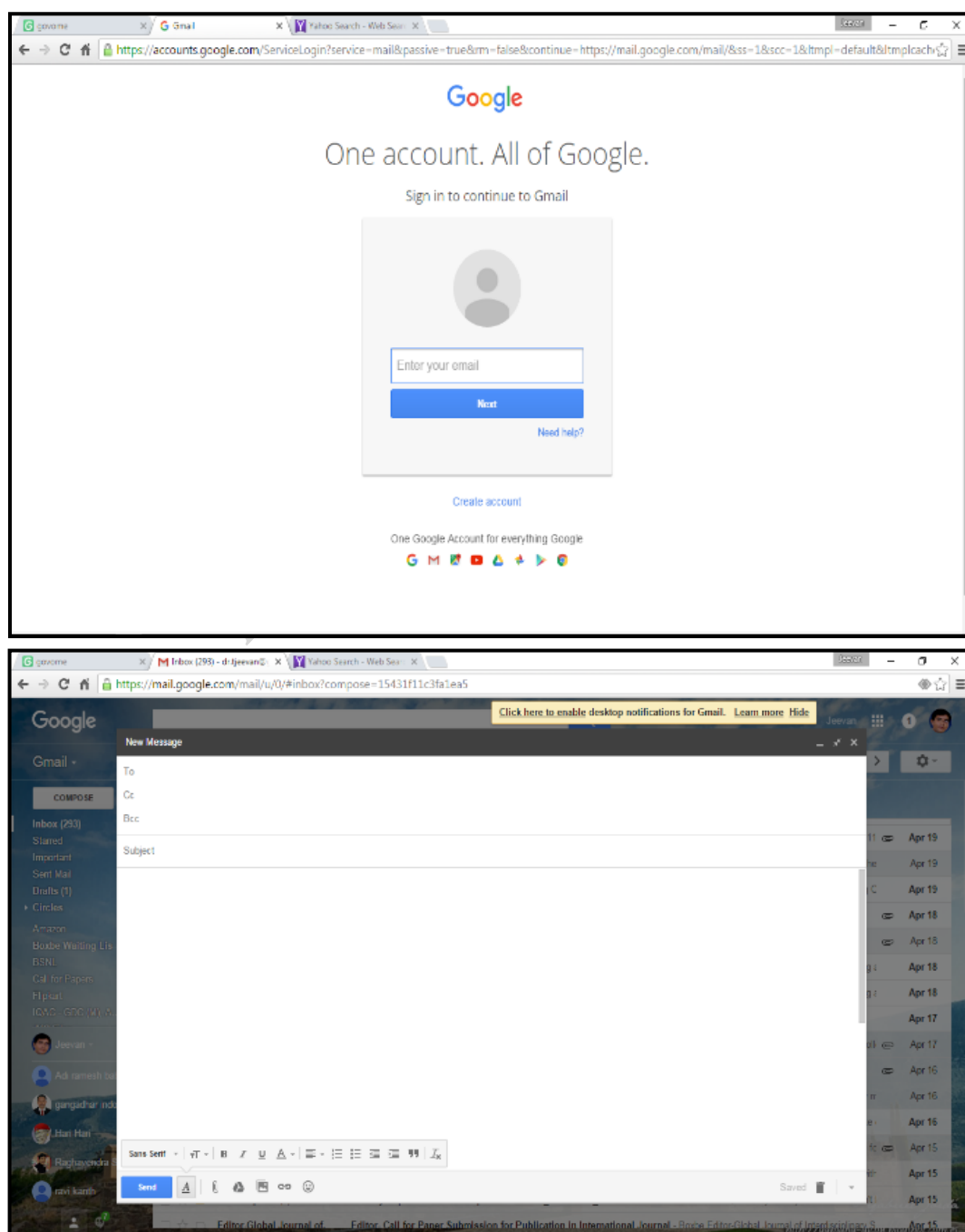
**Guidelines to write an e-mail:**

- Use the *To* line for the recipient's email id; if there is more than one, the addresses can be separated by commas (,). The email id should always be in small caps. For instance, m.mahesh@gmail.com. The recipient's email will appear automatically if any communication is made with the same email.
- The general practice to use the *Cc* (Carbon copy) field is to send a copy of the email to people just to keep them in the loop. Email etiquette says that the people you keep in the CC field are **not expected to take any action or reply to the message**.
- The *BCC* (Blind copy) field is to send an email to the people who want to protect the privacy of the recipients. The address you type here cannot be seen by other recipients. These people cannot be part of the future communications on the mail thread. If they want to contact anyone, they have to type the sender's email address separately.
- Do not skip the *Subject* line. It must give a clear idea of the content of your message so that the recipient will immediately know what the letter is about. Make the title in the subject line short and specific so that the recipient can quickly understand the body of the letter.
- Send files that you want to go with your message as *attachments*. The recipient has to download them to read or see them.

- Do not type the email message in capital letters; it is considered to be a rude act, and it will offend the recipient.
- Do not risk writing anything highly confidential, such as your ATM password or credit card number, in your messages. Though email gives privacy to users, remembers that your message can be retried by hackers, criminals or other people looking for information.

### Procedure to send an Email:

Click on a browser icon (Internet Explorer/Google Chrome/Firefox/Opera/Bing). Once the window is opened, type the name of the site (Gmail, Hotmail, Yahoo, Rediffmail, etc.) in which you have your email id. Enter your user id and password in the box that appears on the webpage. Click on the ‘Compose’ button which you see on the left side of the screen. You will get the following window:





**Sample Email:**

To	:	<a href="mailto:m.mahesh@gmail.com">m.mahesh@gmail.com</a>
CC	:	<a href="mailto:s.suresh@gmail.com">s.suresh@gmail.com</a>
BCC	:	<a href="mailto:n.naresh@gmail.com">n.naresh@gmail.com</a>
Subject	:	Request for sending the book
Attachment	:	c://desktop/cover page of the textbook

Dear Mahesh,

I am doing well here. Hope you too are doing well. I am direly in need of the English Textbook entitled “A Course in Reading and Writing Skills.” It is not available in the place where I am living. Somebody told me that it is available in your place. So, please send the textbook to my personal address so that I can go through the text when the teacher is teaching the lessons. Please send the book to the address furnished below:

**M. Mahesh, 1-1-184, Kona Street, Nuziveedu – 581 603.**

I will transfer the money after receiving a reply from you.

Thank you. Looking forward to receiving the book.

**Activity (Pair Work):**

- Create an e-mail ID if you don't have any.
- Send an e-mail to your friend congratulating him on his success in the final exams.
- Send an e-mail to a publisher with a request to send their catalogue.

**Assignment Questions:**

1. Compose an email to your father asking him to permit you to go for an educational tour and request him to send money.
2. Write an email to your friend mentioning the importance of sports and also encouraging him to participate in the sports.
3. You are Amar, a graduate in Chemical Science. You have three years of working experience in a chemical lab. Write an email application letter in response to an advertisement for the post of Lab-Assistant in a well-known pharmaceutical company. Refer only briefly to your educational qualifications and work experience in the body of the letter and say that you are attaching your CV and testimonials for the company's reference:
4. Send an Email to the Editor of the English newspaper by following the hints given:  
Major Road Accident – Car and Scooter – Clock Tower – 10.00 AM – One person severely wounded – any other information.
5. Write an email to your younger sister by using the following hints:  
Important of Education – Knowledge of Computer – Personality Development – Character – Bright future.